REPORT RESUMES

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IPR--INTERPERSONAL PROCESS RECALL, STIMULATED RECALL BY VIDEOTAPE IN EXPLORATORY STUDIES OF COUNSELING AND TEACHING-LEARNING.

BY- KAGAN, NORMAN AND OTHERS
MICHIGAN ST. UNIV., EAST LANSING, COLL. OF EDUC.
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DESCRIPTORS- *TELEVISION, *VIDEO TAPE RECORDINGS, *INTERVIEWS, *COUNSELOR TRAINING, *COLLEGE STUDENTS, *STUDENT TEACHER RELATIONSHIP, *TEACHING METHODS, EAST LANSING, MICHIGAN, INTERPERSONAL PROCESS RECALL (IPR)

THE DEVELOPMENT AND TRYOUT OF AN INTERPERSONAL PROCESS RECALL (IPR) TECHNIQUE FOR PROBING MORE DEEPLY INTO MAN'S THOUGHTS AND FEELINGS AS HE INTERACTS WITH OTHERS WAS THE PURPOSE OF THE STUDY. THE IPR TECHNIQUE INVOLVES THE VIDEOTAPING OF AN INTERACTION, USUALLY INVOLVING TWO PERSONS, IN A SPECIALLY DESIGNED STUDIO. THE VIDEOTAPE IS THEN REPLAYED IN A RECALL INTERVIEW WHEREIN PARTICIPANTS ARE ABLE TO RELIVE THEIR EXPERIENCE. THEY ARE AIDED IN THE INTERACTION BY A TRAINED RECALL INTERVIEWER. THE USE OF IPR WAS STUDIED IN SEVERAL CONTEXTS--(1) COUNSELOR EDUCATION, (2) INTERPRETATION OF NONVERBAL BEHAVIOR, (3) TEACHING-LEARNING, (4) ACCELERATION OF CLIENT PROGRESS, AND (5) THE MEASUREMENT OF AFFECTIVE SENSITIVITY. RESULTS FROM THE COUNSELOR EDUCATION STUDY DETERMINED NO SIGNIFICANT DIFFERENCES AMONG THREE SEPARATE TREATMENTS. RESULTS FROM THE NONVERBAL STUDY LED TO THE DEVELOPMENT OF A TYPOLOGY OF NONVERBAL BEHAVIORS. THE TYPOLOGY NAMED SIX BEHAVIORS ACCORDING TO THEIR FUNCTION--(1) EMPHASIS, (2) FACILITATION, (3) PORTRAYAL, (4) AFFECT DEMONSTRATION, (5) REVELATION-AWARE, AND (6) REVELATION-UNAWARE. THE RESULTS OF THE TEACHING-LEARNING PROCESSES CONCERNED THREE SEPARATE STUDIES WHICH CONFIRMED POSTULATED LEARNING STRATEGIES AND ALSO YIELDED INFORMATION ON NOTETAKING BEHAVIOR, ATTENTION, AND AFFECTIVE RESPONSES TO LEARNING SITUATIONS. RESULTS OF THE CLIENT PROGRESS IN COUNSELING STUDY SUGGESTED THAT PROGRESS IN COUNSELING AND THE EFFECT OF IPR CAN BE USED TO HELP CLIENTS PROGRESS IN COUNSELING. (HB)

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I P R -- Interpersonal Process Recall: Stimulated Recall by Videotape

Exploratory Studies of Counseling and Teaching-Learning

ER 24

Bureau of Educational Research Services
College of Education
Michigan State University
East Lansing, Michigan

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STIMULATED RECALL BY VIDEOTAPE IN EXPLORATORY STUDIES OF COUNSELING AND TEACHING-LEARNING

Norman Kagan
David R. Krathwohl
William W. Farquhar

with the assistance of

Sarah Hervey
G. Robert Ward
Barbara Fuller
John Hartzell
Robert Woody

Title VII Project Number 1100
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*Barbara Fuller (1963-1965) -- Case studies
Gerald Griffin (1964-1965)
*John Hartzell (1964-1965) -- Case studies
*Sarah Hervey (1963-) -- Nonverbal and Teaching-learning
*G. Robert Ward (1963-1965) -- Counselor education
*Robert Woody (1963-1964) -- Case studies

Two graduate assistants, Alan Goldberg and Robert Campbell, who recently joined the project, also deserve thanks for help in the final preparation of this report.

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Lynne Wendzel has been our project secretary this past year and Shirley Monszka worked with us in 1963-1964. We owe a great debt to both but especially to Lynne for carrying through the work on this report.

N.K.
D.R.K.
W.W.F.

OVERVIEW AND SUMMARY

Section I of

I P R -- INTERPERSONAL PROCESS RECALL:
Stimulated Recall by Videotape in Exploratory Studies of Counseling and Teaching-Learning

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Introduction

From the beginning of the development of psychology and perhaps even before, man has wanted to find out what is going on in his little "black box." While psychologists, counselors, psychiatrists and workers in related disciplines often are viewed as mind readers who have some peculiar capacity for looking into the box and knowing what is going on, in reality they have no reliable device for penetrating the thoughts and minds of others. Perhaps from their experience they may be more able to make accurate inferences than those who are untutored. Perhaps their theories permit them to observe more acutely and to infer more precisely the meaning of various kinds of behaviors. But unlike dentists who have x-rays, or doctors who have bronchoscopes, they have no device which permits them a magic entrèe to man's inner being.

There are many situations, such as in counseling and teaching, where the counselor or the teacher seeks to have a beneficial effect on one or more persons. They could do a better job if they could more accurately ascertain the thoughts behind what the other person is saying. Their reasons for wanting to be able to do this may vary depending upon their orientation. The counselor surely needs to understand better what the client really means by what he is saying. The teacher wishes to understand better a student's dynamics and adjust his behavior accordingly.

What means have psychologists and teachers used to probe man's internal state? They have used psychological tests which purport to measure relatively gross aspects of the subject's personal and interpersonal drives and patterns, but none has been able to predict or explain the meanings and dynamics of a subject's behavior at a given moment in time or in a given encounter. For example, a counselor might be able to ascertain that a client has rather high dependency needs but he could not reliably interpret the meaning of the client's anger at a counselor on a given day or his coyness on another. The teacher knows that John's IQ is high but this does not necessarily help her understand John's apparent stupidity in learning a particular rule or principle.

Psychological tests are helpful but a more precise means of interpreting specific behaviors is needed. This project grew out of a perception of the need to provide this more accurate means of interpreting behavior for counselor education. Our initial concern was that the education of counselors and therapists is currently based on a very small portion of the available client responses, namely those which could be recorded on an ordinary tape recorder. Although techniques of supervision vary, training typically consists of having the trainee counselor audiotape record his interviews, listen to the recording with a counselor educator and discuss the recording in terms of how he handled the session. With one-way mirror systems the supervisors may watch an occasional interview or a part of an interview with a client, and only by these time-consuming means can he make suggestions about the face-to-face behavior. Thus there is very little training in understanding the various mannerisms, facial expressions, and other nonverbal clues which accompany the client's verbalizations. Further, since there is no feedback from the client as to the meaning of these behaviors, supervisors interpret them according to their own orientation and experience. The student often covertly assumes these are personal judgments and often prefers his own intuitive interpretation to that of the "ivory tower" professor.

As we examined what we knew about nonverbal communication, it seemed that its interpretation was often more an art than a science. A consideration of ways of interpreting a person's total communication suggested the use of physiological measures--the polygraph or some measure of electrogalvanic skin response. But it is almost impossible to determine from physiological reactions alone the specific emotion an individual is experiencing--whether it be joy, anxiety, or fear. When we came right down to it, the only person who could accurately tell us what emotion he was feeling was the client himself.

Wundt was among the early introspectionists who trained people to report what was going on in their minds. But Wundt and others observed that many things are forgotten, that the subjects in general are unlikely to recall little more than the major details. They do not report things of which they were not conscious at the time they were undergoing the experience. Furthermore, if one is participating in an experience, knowing that he is to be interrogated later, the different set might prevent "natural" reaction in the situation. The need to deny distasteful aspects also mitigates against accurate introspection.

Because it is difficult for a person both to introspect and to interact with another person in a normal manner at the same time, we wondered if there were a way of permitting the mind to interact with a situation at one time and to introspect concerning the reaction at another. We concluded that if we could give a subject enough clues and cues to help him relive the experience, we could explore in depth at a later time various points in the interaction, the thoughts, feelings, changes in thoughts and feelings, and the meaning of various gestures and expressions.

This formulation of the problem suggested that if we could capture the relevant stimuli in the situation in such a way that we could recreate it at a later time, we could help the person relive the original situation. Benjamin S. Bloom and his associates studying classroom interaction did just this (Bloom, 1954). They used sound stimuli as captured through audio tape recordings as the means of recreating the original situation.

As used in Bloom's studies, the investigators audio-taped class discussion. Following the class session, individuals were called back and segments of the recorded discussion were replayed. The tape was stopped at what appeared to be significant points and the subject was asked to recall what was going through his mind at that point. The reports of these investigations suggested that the recordings aided many individuals in reliving their original experiences. The richness of detail in their reports led us to believe that this method had great promise. A student could report, for instance, that at the instant when the tape was stopped he happened to be gazing out the window and a red fire engine came cruising down the street. Instances of this kind, irrelevant to the main theme of the lecture or discussion, added further credence to the belief that this method did indeed provoke rather accurate and detailed imagery of the previous events.

As we pondered the possibilities of using this method for our problem, it occurred to us that the likelihood of complete reliving of the experience would be increased if as much of the original experience as possible were presented to the subject. Videotape would permit us to provide the maximum cues, both verbal and nonverbal, to the individual necessary to recreate the original situation, and unlike movie film, would allow immediate replay. This became the heart of our methodology. The name Interpersonal Process Recall was coined to describe the process, or IPR for short.

Interpersonal Process Recall--Nature of the Basic Technique

Facilities and Equipment

We were fortunate enough to be working in a university which had the equipment, the funds, and the interest to provide us with an extensive facility for research. A seminar classroom was remodeled (Figure 1) to provide three rooms; the larger of the two small rooms was a studio in which videotaping and recall sessions could be held. The second small room was equipped for viewing and recording the recall sessions. An adjacent workroom could be darkened so that activities in the two small rooms could be observed through one-way mirrors and the studio could be listened to as well through the sound system. Figure 2 shows the studio with two of the staff role-playing a counseling situation.

Two cameras were installed in corner hideaways of the studio. Each focused across the room on a chair diagonally opposite the camera. Opposite halves of each camera were blocked so that when the images, from the two cameras were blended and fed to a single monitor, the exposed images from the two cameras fell side-by-side. By so setting the chairs that they faced the camera and angled toward the other person, we had almost the same view that each participant had of the other superimposed side-by-side on a videotaped image. An example of the view obtained is given in Figure 3.

The cameras (Dage 320B Vidicon) were enclosed in the corners by an attractive piece of plywood with a symmetrical pattern of perforation. Figure 4 gives a view of one of the corners where one of our staff members is pointing to the hole through which the camera lens can be discerned. The attempt was not to conceal the cameras from view but rather to prevent them from being of continuous concern to the individual. All subjects were told that they were being videotaped and the process was explained. Sound was picked up from a microphone, initially semi-concealed in a bouquet of artificial flowers on a coffee table placed between the participants. We later removed the flowers to improve the audio quality. The microphone is visible in Figure 2 on the table between the two staff members.[1]

The signal from the cameras and the microphone (a Hartsfield C-2) were sent to an audio and video monitoring board by means of cables to the closed circuit television studios for the University which happened to be located in the same building. Four tape recording machines were available, two of the large tape commercial variety (Ampex 1000C) and two of the newer small tape variety (Ampex VR 1500). Either a large or small tape machine was used, depending on availability. We used the large tape machine when quality of production was essential (i.e., for future kinescope production). The small tape machine was used as often as possible to reduce cost.

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[1] The telephone on the coffee table permitted the staff to interrupt the proceedings, to offer a word of advice, to give the counselor needed information or, as most frequently used, to call the tape room to give them directions regarding taping and viewing procedures.

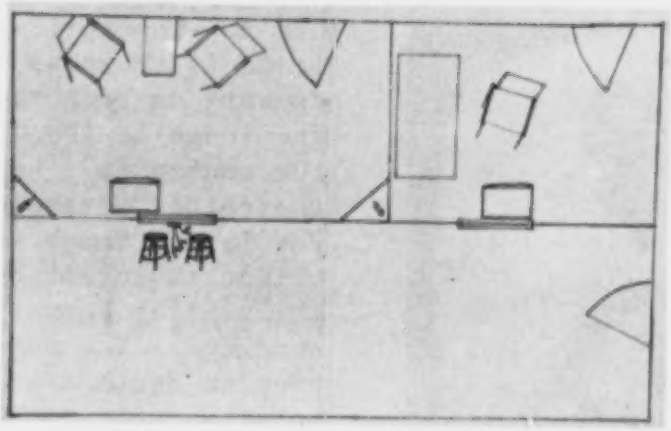

Figure 1.--Floor Plan of IPR Suite:
--Studio is shown at upper left of diagram.
--Recall room is shown at upper right.
--Observation and work room is shown below the others.
--TV viewers for playback are against the middle wall.
--The TV cameras are in the corners of the studio.

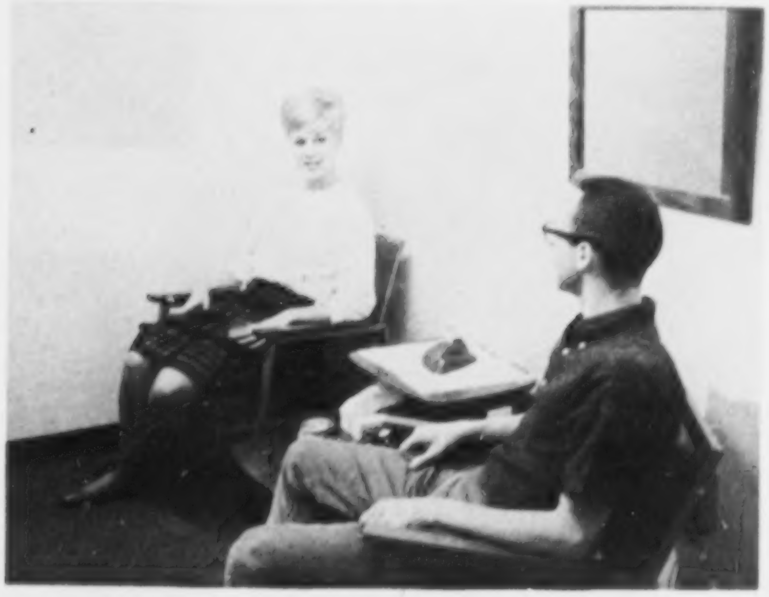

Figure 2.--A counselor (right) and a client (left) are in position. The microphone is between them. The mirror permits the observers to view the playback on the TV receiver.

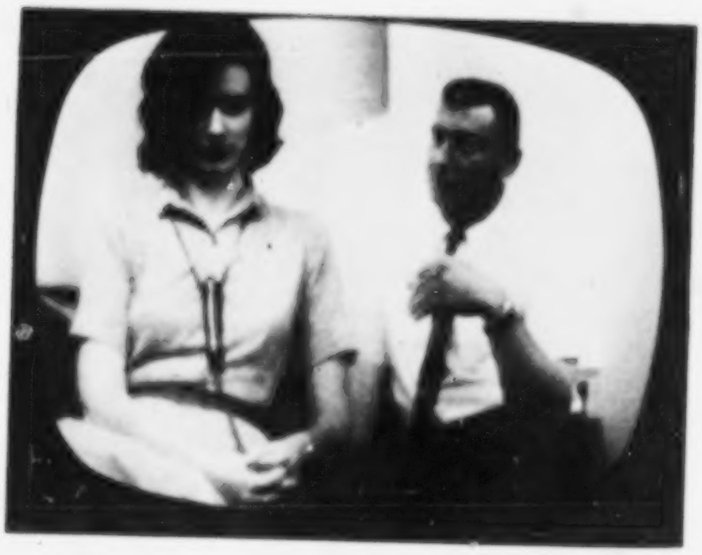

Figure 3.--The split-screen image is shown as it appears on videotape. The image to the left of the counselor's head is the corner of the mirror. The larger image of the client is intentional. The overlap shown is not atypical. The amount of overlap depends on the relative positions of the subjects.

Figure 4.--The TV camera is behind the hole being pointed out. It is visible, but not obvious.

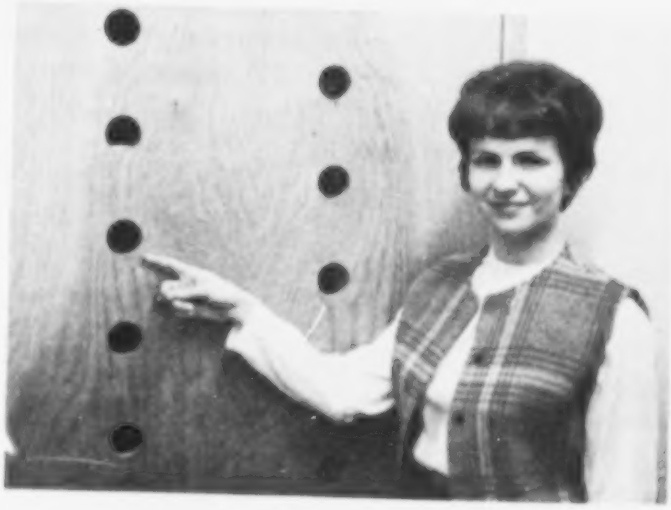

Figure 5.--A client and an interrogator are shown watching a replay. The box in the client's hand contains a toggle switch which permits control of the videotape recorder.

Procedure

The process began with the two participants entering the room and beginning their interview. As we note again later, the session lasted various lengths of time depending upon the particular experiment underway. Typically the interview was watched and listened to from the workroom by the person who would serve as interrogator.[1] Thus he already knew what to expect and had made mental notes about places that would be significant to inquire about (particularly if the client did not first volunteer the information) when he assumed the role of interrogator.

When the interview was concluded or when the video tape had run its full length, the tape was rewound and readied for replay. If it was a counseling session the counselor brought the session to a close as soon as he comfortably could. He then left and the interrogator took his place.

The interrogation session involved replaying the original session by closed circuit available only at the television sets in the studio and recall rooms (this prevented sets all over the University on the closed circuit network from picking up private counseling sessions). Our engineers devised a remote control switch which permitted either subject or interrogator to start and stop the videotape machines from the studio. Figure 5 shows how a client and interrogator would appear in a replay session. The small box in the hands of the client contains a toggle switch with positions for "play" and "stop."

The interrogation proceeded with the interrogator initially holding the box and stopping the scenes at those points he deemed significant. If it was a counseling session, the client was then asked questions which may be categorized along such dimensions as (a) personal thoughts (e.g., "What were you thinking at that time?"), (b) personal feelings (e.g., "How were you feeling?", "How did you react to what the counselor said?", "Let's trace that feeling. Tell me when it occurs again.", "I thought I caught a slight grimace there, what was the feeling there?"), (c) perceived feelings of counselor by client (e.g., "What do you think the counselor was feeling as you said these things?"), (d) perceived thoughts of the counselor by client (e.g., "Did the counselor understand the cover-up you just told me about?", "Does the counselor understand you here?"); and (e) anticipated reactions of the counselor (e.g., "What did you hope the counselor would think or do?"). Other experiments, as is noted in their individual descriptions, had different interrogation questions. The conversation of the interrogator and subject was recorded on audio tape which was monitored in the control room of the closed circuit television studios. On some occasions we also videotaped the recall session, but this was not the usual practice.

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[1] "Recall worker" has been suggested by observers of the process as a more professional term than interrogator. This is probably true--however, the earlier term, interrogator, has become part of the staff's working vocabulary and is most resistant to change. In this report the terms are used interchangeably.

We also used the recall room for interrogation on occasion. The counselor could be interrogated in this room where there was also a television set; thus both client and counselor could be interrogated while viewing the same scenes. A remote control switch installed in this room also controlled the videotape machine. Switching was so arranged so that the machine would run only when both switches were in the "play" position so that the tape could be stopped when either client or counselor deemed it desirable. This permitted us to know how both client and counselor reacted at the same point in the interview. This interrogation was similarly monitored and audio recorded in the control room at the closed circuit studio on a second tape recorder.

As the interview proceeded the client gradually came to understand the full nature of the task, and so the control of the box was placed in his hands, permitting the subject to stop at those points he thought significant. The interrogator could of course also ask him to stop the tape. In this way we thought we might get all instances which were significant, especially those which might be covertly significant to the client but which were not perceived as such by the interrogator.

The resulting recording of the recall session could then be transcribed. Since the original interview had also been recorded, a typescript could be made of the interview and its corresponding interrogation segment. The transcriptions were mounted on large sheets with the interview on the left and the recall opposite it on the right. These sheets permitted a study of the dynamics of the interview situation.[1]

Variation in Technique

Several variations in the basic technique were experimented with.

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[1] An illustrative protocol is presented in this report. See Section V, Appendix A.

For instance, one of the things that suggested itself to us was that if the recall permitted the subject to strip back his defenses, would not an IPR of the recall permit us to peel back additional layers. We tried this twice with one client, videotaping the recall session, then replaying it and interrogating about it. While this innovation yielded some additional insights, it did not prove as fruitful as we hoped.

One of our original concerns was in determining what the individual is thinking at given points. Recall is subject to various defense mechanisms, as is the original interview. It occurred to us that hypnosis might be used as a way of reducing the defensiveness of the individual during the recall phase of the process. This technique proved successful using the regular interrogation procedure. On a second trial, we used a variation besides the previously used post-hypnotic suggestion for the purpose of inducing client cooperation and insight during the recall period. To prevent entirely the possible inhibition which might result from the presence of an interrogator, we had the client (who was by this time quite familiar with the recall process) interrogate himself with no one else in the room. The results were quite spectacular in certain phases; indeed, the subject was even more frank than he had been in recall sessions using post-hypnotic suggestion. However, because of the variations in susceptibility to hypnosis and the precautions which must be taken in its use to insure the protection of the client, we did not consider this a technique which had very general applicability. We tried self-interrogation several other times without post-hypnotic suggestion, in each case, using subjects who had been through the process at least twice so they knew what was expected of them. We judged the results to be almost but not quite as good as when using an interrogator.

We tried the process with third graders as well as adults. In general our feeling is that it is much more successful with older subjects who have the verbal means to communicate their feelings. The youngsters could tell us very little more about their internal state than was revealed in the original recordings. We are not certain whether this is due to a natural lack of insight into their internal mechanisms at early ages, whether there is nothing that is not already made overt, or whether they lack the means to label and communicate their internal thoughts and feelings. Our inclination is toward the last of these three possibilities.

These applications of the technique give some glimpses of its possible variations in use. We turn next to a brief overview of the range of use in which we employed the technique in our exploration.

Examples of Other Uses of the Technique

It may appear that we started with a problem, devised a technique to meet the problem, and now have a technique in search of new problems. There is some truth to this view. The cutting edge of knowledge advances in many ways in addition to that which textbooks tell us is the "approved" or "scientific"method. We have explored the possibilities of using the method in a variety of areas. Although our interest in the underlying dynamics of the counseling relationship persists, it has become only one facet in a much larger investigation.

We used the technique in counselor training supervision because the description a client gives of his feelings is a much more accurate interpretation of the client's reaction to the counselor than the most advanced interpretation of the counselor-supervisor. When the client says "he missed me there, he didn't understand at all what I'm saying," this has a kind of finality and impact which the supervisor's hypothesized "I don't think you understood him at that point" cannot have. Our analysis of the videotaped stimulated recall process suggested that the feedback process gave the client insight. We thus have some case studies on the acceleration of counseling and therapy by IPR. The technique seemed to us an excellent tool for examining what goes on between teacher and pupil in a learning situation. From this we have learned something about learner strategies and teaching errors. We hope to be able to identify principles for instructional material.

We have studied the meaning of non-verbal behavior by the technique. We have used the materials developed by the technique to devise a scale designed to measure the extent to which the testee is able to display empathy with the feelings of a variety of clients. From these examples and from the earlier discussion, it must be clear that what we have attempted to do is to determine the basic parameters involved in the technique, to determine ways in which the technique might be effective, and then to explore a number of the possible means of using the technique which seemed to exploit its various dimensions.

The Nature of This Report

The studies described herein must be thought of as having largely an exploratory nature. As this is our first use of the technique, we are steadily becoming more acquainted with and exploring its potential. Probably our readers, as we also have, will find it easy to Monday-morning-quarterback and to ask, "Why didn't we see earlier some of the things that we now see clearly?" This seems to be a characteristic of exploratory studies. Follow-up studies can always be much more definitive. We are fortunate enough to have received a second grant from the U. S. Office of Education, Title VII Branch, to permit us to continue our experiments with the technique and to explore further many of the leads which we only began to study in our initial project. This report should thus be viewed as a progress rather than a final report.[1]

Summary of Findings and Observations on the Various IPR Studies

Sections II through VI of this report describe the ways in which the potential of IPR was explored. Because these pilot studies delved into a variety of disparate areas of education, a brief overview of each of the sections follows to help the reader find those which he may wish to explore at greater depth. The remaining sections of this report successively describe our use of IPR in counselor education, interpretation of nonverbal behavior, teaching-learning, acceleration of client progress, and the measurement of affective sensitivity.

Counselor Education

This phase of the research was designed to compare the effect of IPR as a means of helping a student become a more effective counselor with conventional practicum instruction. Three treatments were compared:

> One group of counselors received the regular IPR method in which client but not counselor interrogation was conducted. Members of the IPR staff served as recall interviewers (interrogators) and as supervisors for the counselors. The counselor listened to an audio recording of the two hour recall session of his supervisor and his client and then watched an uninterrupted playback of the half hour interview. He then met with his supervisor for one half hour of supervision.
>
> The second treatment was like the first, except that in place of a videotape recording only an audiotape recording was made of the original counseling session. Client recall with the supervisor was then also based on an audiotape rather than on a videotape.
>
> The third treatment was the conventional counseling practicum in which the counselor records the counseling session on audiotape, listens to the playback and then receives supervision. Supervision was provided by the same IPR staff members as in the first and second treatment groups.

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[1] This report has been so organized that individual chapters may be sent to those interested in only specific topics. Thus, some repetition among individual sections will appear.

All three treatments were equated in training time; each student received three and a half hours of work per session.

Three of the nine practicum sessions were experimental. All subjects received conventional supervision during the remaining six sessions. To balance interrogators across the treatments each student had three different supervisors or interrogator supervisors over the course of the three experimental sessions. A counselor effectiveness scale was developed to evaluate the relative effectiveness of the three treatments. It was based on other scales available in the literature. To provide for a comparable test situation across the students in all three treatments, a drama student was trained as a client. Segments of the videotapes of each student interviewing the "coached" client were submitted to a panel of judges. Three nationally prominent counselor educators judged these time segments using the counselor effectiveness scale. The results indicated that there were no significant differences among the three treatments.

A number of explanations for this finding are possible:

1) The scale showed poor objectivity; the judges correlated .30-.60 with one another.

2) Use of only three exposures to IPR and the elimination of the counselor recall session may have resulted in too weak a treatment.

3) The beginning students may have been rather brutally surprised at their video image and the counselee's comments on it.

4) Students may not have known what to observe in watching the videotapes and needed more guided observation.

5) Only less global aspects of counselor behavior can be changed so rapidly.

A questionnaire follow-up study was made of the clients used as subjects in this experiment to determine the effect of seeing oneself on videotape. Some counseling center staffs have voiced concern that video self-confrontation may be a traumatizing experience, and have therefore hesitated to use the stimulated recall process. The results of our follow-up of cases suggest that this concern is not well founded.

At the time we began this research, the high cost of videotape equipment would have prevented very wide IPR adoption, even had our results been positive. The economic situation is rapidly changing; the method has increasing importance if a way can be found to tap its apparent potential. We therefore intend to continue our efforts to determine whether there are conditions under which IPR may be effective in the counselor education enterprise. Replication of the study is planned; hopefully many of the flaws of the initial study will be removed.

The Use of IPR in the Interpretation of Nonverbal Behavior

In using the IPR process for counselor education we early observed that clients frequently interpreted the meaning of their various body movements and so added a surprising amount of supplementary information to what was observable on the videotape. Those of the staff who were counselors became more sensitive to clients' nonverbal behavior as a result of engaging in the IPR process. Although some clients were unable to interpret their nonverbal behavior directly, most were able to describe the feelings they were having at certain times during the interview when nonverbal behavior was being enacted. Experienced interrogators learned to encourage clients to stop the playback at these times. They had learned, perhaps intuitively, the signs of significant nonverbal behavior such as sudden shifts in body posture, changes in facial expression, hand movements, or leaning forward or backward, particularly as these were associated with the introduction of a new verbal content by either the counselor or the client.

We were surprised at how often nonverbal cues presented early in an interview made sense after a period of time. For example, a young high school male during his first interview gently pounded one fist against the other as he described his father as "a nice guy." Later in the third interview he felt free enough to discuss his feelings of anger about his father's rejection of him.

While these observations were interesting, the real question was whether we could devise some way of generalizing the interpretation of meaning. Did the pounding of the fist always mean anger? Could it mean merely that a speaker deliberately wishes to emphasize his comment? What kinds of body movements could we interpret, and with what certainty? There appeared to be domains of nonverbal behavior across which generalizations could not be made. For instance, some of the behaviors we observed appeared to be well within the awareness of the client, and others were not. Some behavior seemed to be deliberate, others unconscious. The problem became one of determining the domains within which a given nonverbal behavior had a common meaning whenever it was displayed.

The studies conducted through the year gave us a wealth of interpreted videotaped behavior. Content analysis of these materials enabled us to establish a typology into which the different kinds of behaviors could be categorized. To help us establish categories we turned to research literature, but the structures other investigators had found meaningful did not seem to maximize the possibility of interpreting our data. This led us to define some meaningful dimensions, around which a typology could be developed. Two dimensions emerged. One was the subjects' degree of awareness of his behavior; there were three levels along a hypothetical continuum of awareness: unaware, potentially or semi-aware, and aware. A second meaningful dichotomous dimension was whether the behavior was associated with covert affective content or overt or stated content. Using the two continua of awareness with its three sub-divisions, and of affect-versus-content, a two by three table was constructed. Each of the six resulting cells was then defined in terms of the purpose of the behavior: emphasis, facilitation, portrayal, revelation-aware, revelation-unaware, and affect demonstration.

The following figure summarizes the typology which emerged and within which we were able to classify our nonverbal data. Examples of each of the various types are presented in our report of nonverbal research. With the typology we believe it may now be possible to develop generalizable constructs in future research. Further research is needed to determine whether the typology is sufficiently inclusive, and whether it does indeed structure behavior into domains which are sufficiently homogeneous that they result in increased interpretability of nonverbal behavior. Further study is also needed of the variability of nonverbal behavior within and among individuals, in order to find the maximum range of interpretability.

The Use of IPR in the Study of Teaching-Learning

Most previous studies of teaching-learning have been made of group reactions to teaching situations. The IPR process provided a means by which we could examine what was occurring in the individual student at various points in the learning process. We could thus examine in new ways the student's strategy of learning, the teacher's strategy of teaching, the relationship of the two, and the impact of other variables on the teaching-learning process.

Three pilot studies were carried out to explore two general questions: (1) In what ways is the IPR technique useful in examining the teaching-learning process? (2) What aspects of the process does IPR reveal?

The first pilot study helped us to determine the usefulness of IPR in studying teaching-learning. The usual IPR arrangement was used in these studies, with a teacher in one chair and a pupil in the other. Subjects of various ages and teachers of varying skills and from different disciplines were used. The teacher's instructional session was recorded on videotape and then replayed with an interrogation of student, teacher, or both. The studies confirmed the

Figure I

Nonverbal behaviors of clients in counseling interviews

DEGREE OF AWARENESS OF BEHAVIOR

SOURCE OF THE BEHAVIOR	Unaware	Potentially Aware	Aware
CONTENT	I. Emphasis. Gestures of shortest duration accompanying particular items of verbal content; function is emphasis.	II. Facilitation. Gestures of brief duration accompanying verbal content, serving the function of facilitating clear communication.	III. Portrayal. Gestures intended to portray or give example of the topic of verbal content; duration directly related to content.
AFFECT	VI. Revelation - unaware (unconscious) Unconsciously motivated body motion related to feelings.	V. Revelation - aware (conscious) Unconsciously motivated gestures revealing some degree of tension; client is aware of body motion but neither intends nor suppresses it.	IV. Affect demonstration (conscious) Intentional demonstration of feeling on client's part.

value of IPR as an investigative technique. We observed such phenomena as the teacher's inability to concentrate simultaneously on the student, the instructional media (e.g. the chalkboard) and his presentation all at the same time. The IPR process gave us information on the strategy students used in listening to presentations as well as insight into the nature of their affective responses.

The second pilot study was an attempt to control such variables as the subject matter taught, the person teaching, and the student. Thus we used the same person to learn two different subject matters, we had two different people teach the same subject matter, and two different students learned two different topics from the same teacher. We observed the teacher misreading cues from the learner, the learner's affective reactions as they interfered with learning, and further verification of a "tuning out" or "field detachment" phenomenon.[1]

In the third pilot study, instead of a live teacher we used an eight minute movie shown on a rear-projection screen. Students were selected on the basis of a self-report test of their strategies of learning. Extreme cases were chosen among those who scored as scanners or focusers, and as flexible or inflexible. All students were exposed to the same movie situation to permit us to concentrate on the variations in their learning strategy as they all listened to the same lesson. They were then interrogated about that strategy and other aspects of their learning behavior.

We found that self-reported strategies of learning as gathered by a paper and pencil test had a relationship to the behavior which the individual displayed in watching the movie film. The IPR process gave considerable insight into the effect of the teaching presentation upon such student behaviors as note-taking and upon the extent to which the student learned at particular points of instructor emphasis. The kind of insights gained suggest that the IPR process might well be used as the means for developing better validated teaching methods including principles for instructional television and motion picture production.

The importance of affective behavior was repeatedly observed in the IPR protocols. In some instances affect facilitates learning by motivating the student; in other instances it decreases effectiveness by reducing the scope of the perceptual field.

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[1] This term is used to describe a phenomenon frequently observed during IPR sessions. While a subject concentrates on his next lead (if a counselor) or plan of presentation (as in teaching) he may so eliminate the other person from his perceptual field that he neither sees nor hears him.

Our studies have led us to hypothesize that in much teaching (and perhaps in counseling as well) the subject goes through stages which permit him to become increasingly aware of the instructional situation and its potential. Attuned at first to what he is saying and where his presentation is going, the teacher is gradually more able to perceive how the student is attending and what he must do to maximize the student's involvement and learning.

Results from these three pilot studies suggest that IPR yields useful information about learning strategies, teaching strategies, attending behavior, note-taking behavior, the role of affective responses in learning and the role of feedback in learning. It appears to be particularly likely to yield principles applicable to a variety of teaching situations, particularly with older, more verbal subjects.

The Use of IPR in Acceleration of Counseling Progress

In using IPR, we observed that the process appeared to accelerate counseling, oftentimes dramatically. It appeared to disrupt impasses and plateaus which hinder counseling or psychotherapy progress. Prior to embarking on definitive studies to confirm these observations, it was important to explore first IPR in several formats and with a variety of client types to determine its potential. Among the clients chosen were a relatively normally functioning adolescent girl; a schizophrenic, alcoholic, high school age boy; a male college student who was having difficulties with his college courses as well as in establishing satisfactory relationships with others; a married woman who suffered frequent anxiety; and a middle aged couple who were concerned about whether or not to marry.

Clients were selected and the format of their IPR sequence varied so as to provide possible answers to six questions:

1. Is it possible that the most important variable in the IPR process, one which really has the most influence on client insight, is neither the television image nor the immediate playback, but the role played by the recall worker (interrogator)? Is it possible that because the interrogator probes more actively, confronts more bluntly and questions more freely than did the counselor, that this is the real "uncovering" agent in IPR?

The severely disturbed high school age boy was already involved in an extensive series of therapy sessions. His therapist's approach was highly probing, direct, and interpretive. The interrogator's approach was "mild" compared to the therapist.

Nonetheless, IPR seemed to be highly productive according to the self report of both client and therapist as well as independent ratings by 19 observers who were unaware that IPR had been interjected into the series of therapy sessions.

2. How valid are the insights obtained during recall? Is it not possible that the client's apparent productivity is merely a reflection of his desire to please the interrogator and simply a different kind of rationalization process?

To probe this question, the college student was asked if he would volunteer for hypnotic as well as IPR procedures. Under hypnosis, the client's affect was more pronounced, but the content of his recall was congruent with the non-hypnotic recall material. While not a certain answer to the question raised, since some would question the validity of hypnotic insights, the data seemed to provide at least a partial answer to this question.

3. Would the process continue to work over a period of time with a sophisticated and mature client? Would the potency of the process wane with consecutive exposure?

The married woman was used not only because she was mature, but also because she had an extensive academic background in psychology and counseling. The potency of IPR did not appear to wane even after exposure to more than ten IPR's. If anything, the client's rate of gain seemed to accelerate with repeated exposure.

4. If a close relationship is established with the recall worker as well as the counselor, is it not possible that the combined impact of both serving as counselors is the effective agent rather than the video confrontation?

A different recall worker was deliberately introduced for each new session with the high school age girl so that the opportunity to build a relationship with one recall worker as well as with the counselor was not possible. Despite this continuous interjection of new recall workers, the client seemed to gain and continued to return for further IPR counseling.

5. Is there any way in which natural or indigenous relationships could be used as the "focus" for the recall interview? Would it be productive to videotape, for instance, mother and child in relationship, or would it be possible to encourage husband and wife to interact before the cameras?

The middle aged couple provided an opportunity to explore various ways in which indigenous or natural relationships could be used as the basis for recall rather than the usual format of examining the interaction only between client and counselor. The experience seemed to be very successful.

6. How important is it that playback be immediate? With two of the cases, the middle aged woman and the high school age girl, delayed recall was studied. In both cases, a greater detachment by the subject was observed, very much of the same sort that Nielsen(1964) observed. That is, there was a tendency to perceive the videotaped image as an "older" self--a self that once was, but no longer is. The potency of the delayed replay for stimulating insight and detailed memory seemed very much lessened, but then in each instance they were reacting to the playback a second time.

In order to recognize evidence of acceleration in the case studies, we needed to establish criteria or characteristics which would enable us to evaluate counseling progress. After an extensive review of the literature we identified four characteristics of client growth which were to be found in nearly every counseling or therapeutic point of view of client progress. The four are summarized as:

1. The client owns his discomfort--admits the feeling of discomfort and begins to specify the focus of concern, fears, and discomfort.

2. The client commits himself to change--cooperates rather than resisting the efforts designed to help him change.

3. The client differentiates stimuli--learns to perceive more and more of the stimuli surrounding him--reacts to these as realistic differentiated items rather than as stereotyped factors.

4. The client behaves differently--reporting new behaviors outside the counseling relationship as well as trying out new behaviors with respect to the counselor.

The case studies illustrate changes apparently attributable to the IPR experience in all four of these characteristics. In all instances some evidence was available in the protocol itself; however characteristic four could only be directly observed as it involved new behavior in relation to the counselor, or in the pre-marital counseling case in the relation of the two clients to each other. Changes outside the counseling situation had to be inferred from the clients' self-reports.

Much of the more interesting material does not lend itself easily to summarization. The reader is therefore referred to the case studies, Section V of this report. Appendix A of Section V is a protocol of a complete IPR session including both immediate and delayed recall.

Development of a Scale to Measure Affective Sensitivity

An attempt was made to develop and validate an instrument to test a subject's ability to identify the emotions expressed by another. The instrument developed consisted of kinescopes of videotape excerpts from actual counseling interviews. Persons taking the test were asked to try to feel whatever emotions the client on the screen felt at the end of the excerpt. They then rated each of a series of several adjectives in terms of the extent to which each adjective described the feeling. Although each excerpt was chosen for inclusion in the scale because the recall indicated that emotions were being experienced by the client, correct responses to the items were established by using criterion groups. One criterion group was composed of subjects judged high in empathic regard by their colleagues or supervisors; the other criterion group was judged very low in empathic regard. These groups were shown the videotaped scenes and requested to select from a list of fifty-seven adjectives those adjectives most descriptive of the emotion which they felt when they tried to empathize with the videotaped client. The list of adjectives was reduced from fifty-seven to only those adjectives which tended to differentiate the high from the low empathic criterion group.

The instrument was then administered to fifty-three subjects for purposes of validation. A total of 65 of the original 280 items yielded chi squares significant at the 20% level. In order to cross-validate the results of the item analysis, the instrument was administered to another 88 persons enrolled in counselor education institutes. Again using chi-square, only nine items were found to be significant. It was thus concluded that this scale did not differentiate between persons judged high and low in empathic regard.

Yet the scale has high face validity. Why did it not differentiate among these subjects? There are several possibilities:

1. The soundtrack of the instrument suffers from considerable lack of clarity.

2. Counselor supervisors informed us that they were not particularly confident of the empathy ratings they assigned their supervisees, who comprised our criterion and cross-validation groups.

3. The adjectives, without qualifying phrases, may have had different meanings for different people. It is possible that the use of phrases might be more specific and therefore give us more consistency of interpretation than the adjectives alone.

4. In spite of the instructions and frequent reminders, many individual subjects began rating before the end of each scene and so did not react to the last feeling in the scene as they had been instructed to do.

5. A key based on differentiating between criterion groups may be less appropriate than an accuracy key based on the client's own recall in the IPR protocol.

It would appear that the basic method has sufficient face validity to warrant further study. With more adequate sound, and a more appropriate means of establishing correct test response scores, the scale or a revision of it may yet be found to have predictive validity.

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THE EFFECTIVENESS OF IPR IN
SUPERVISING COUNSELING

Section II of

I P R -- INTERPERSONAL PROCESS RECALL:
Stimulated Recall by Videotape in Exploratory Studies of Counseling and Teaching-Learning

Norman Kagan
David R. Krathwohl
William W. Farquhar

with the assistance of

Sarah Hervey
G. Robert Ward
Barbara Fuller
John Hartzell
Robert Woody

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CHAPTER 1

THE PROBLEM

In recent years there has been a great deal of concern about the procedure for educating counselors. A new and popular technique has been to audiotape the counseling session, with the recorded session then being replayed and discussed with a supervisor. Methods have been devised to analyze the audiotapes with reference to the interpersonal dimensions of the counseling session, focusing on the dynamics of the counselor and client interactions.

Since the recent innovation of videotaping, studies have reported on the effectiveness of using the videotape as a training device for counselors. No study, however, has compared the use of videotapes and audiotapes in the education of counselors; nor has the full potential of videotapes been tapped by the development of optimally effective supervisory techniques. The present investigation is designed to compare the effectiveness of the current procedures of training and supervision using audiotapes with two different methods of using audio and videotapes in conjunction with stimulated recall.

Though educating counselors with videotapes is expensive at this time, costs are rapidly decreasing as smaller and more portable equipment becomes available. It seemed important therefore to determine the effectiveness of this procedure so that its use can be objectively evaluated.

Statement of the Problem

This study employed the technique of videotaping along with the supervisory process of interpersonal recall to teach three groups of counselors enrolled in a regular university practicum course. Of the two experimental groups, each student in one group witnessed the playback of his counseling sessions on videotape, while each in the second group heard the audio recording of his counseling sessions. In addition, each student in these two groups listened to an audiotape of the interview between his recall interviewer (supervisor) and his client as they reviewed the video or audiotaped interview. This experimental treatment is the Interpersonal Process Recall. It was designed to maximize the effectiveness of replay as a learning stimulus. The third group of students served as control; they received regular practicum supervision as it is regularly employed in counselor education.

Previous Uses of Counselor Recordings

The solution to a number or problems in educating counselors depends on uncovering the covert processes underlying certain overt actions expressed by client or counselor in communication. From the days of the early introspectionists, when Titchener trained his subjects to observe and report their inner processes, there has been an interest in obtaining evidence of the ways that covert reactions control the overt interactions. Nearly all theories assume some sort of mediating inner process that is not discernable by direct observation.

The technique of audio recording the counseling session as a means of better understanding the interpersonal dynamics of the counselor and client was suggested by Lasswell in 1929. Rogers (1942) and his groups at Ohio State University used the phonograph to record the counseling session. The aim was to facilitate the supervisory process, and to give added insight into the intensive therapeutic work of various cases.

A process of "stimulated recall" was introduced by Bloom to aid the student's ability to learn in the classroom setting. This method is based upon the assumption that given enough of the original cues and situational material from a classroom session, the individual will be able to relive, through stimulated recall, the previous experience. He later published the results of research using this method (1954). Gaier (1952) used Bloom's technique in studying various classroom teaching sessions, and then within 48 hours played back these sessions, stopping at "critical points" to ask the students what was taking place within the classroom, and what they were thinking about at that particular time. Using only audiotapes to record the classroom sessions, Gaier's data indicated promising evidence that covert sequential processes could be explored.

In attempting to encourage increased use of videotaping, Landsman and Lane (1963) reported that the method was a great improvement over audiotaping. They suggested that the insight received by the actual reliving of the counseling session fostered better understanding of the client's dynamics. Walz and Johnston (1963) also employed videotape to record the counseling session, and discovered that the prospective counselor who views the tapes seemed to gain greater confidence and awareness. They concluded that the videotape offered a unique means of assisting practicum students to understand themselves better and to be more aware of the feelings of the client; however, Walz and Johnston observed that reaction by these students varied widely. But, this reliving of the session seemed to help change many counselors' perceptions without the direct assistance of a supervisor.

The process of perceptual change through self confrontation was investigated by Nielsen (1963). He had students discuss their philosophical beliefs with a coached interviewer. Toward the end of the discussion the interviewer deliberately provoked the student to see how he would conduct himself when forced to defend his beliefs. Each discussion was filmed, then the students confronted themselves by viewing the film. Nielsen reported that during these viewings of the film the subjects were unable to recall all of their feelings because they were still involved in the emotionality of the exchange. When they were reconfronted with the film 18 months later, most of the stujects were able to detach themselves so that they did not have the same feelings, although they were able to recall their previous reactions. Nielsen encountered a further interesting characteristic of the final reconfrontation: there was a reversal of self-evaluation, those subjects reacting negatively at first to their filmed selves became more positive and vice-versa.

Nielsen concluded that his method of self confrontation was beneficial to the subjects. The subjects were able actually to view their body reactions, to listen to their voices, and to evaluate the content of their conversations. They saw their nervousness and other emotional expressions. Finally, they observed how they related to another person while defending their beliefs.

Kagan, Krathwohl, and Miller (1963) modified Bloom's method of stimulated recall to secure the maximum effect from the replay of videotapes in counseling. The method was termed "Interpersonal Process Recall (IPR)". This procedure provides both the counselor and the client with maximum cues for reliving their encounter by immediate playback of the counseling session. The video playback can be stopped at any point to facilitate discussion about the recall of feelings, thoughts, or body movements that occurred during the regular counseling session. In the IPR study the counselor and client viewed the playback in separate rooms and were encouraged by "interrogators" (trained counselors) at significant points in the playback to recall feelings and to interpret their behavior. The authors observed that by using this medium, the recall process revealed that even slight gestures often concealed depths of hidden meaning of which the clients may have been unaware, indicating the presence of resistance to the iminent perception of an anxiety-laden topic. The authors concluded that:

> ...here under the stimulation of reliving the scene, we have a deep exploration of the role of counselor and client. This is a level the counselor was unable to achieve in the original session. This exploration of relative roles may have had something to do with therapy process by structuring the role for both client and counselor for subsequent sessions (1963, p.242).

In summary, the studies using the technique of videotape replay as a medium for training the potential counselor have concluded that a result of witnessing himself in operation in the counselor's role, the student may come to an insight into how he appears and behaves in his interpersonal relations. He may see more clearly than before how he conveys "understanding" and "communication" to the client. He may perceive and understand more clearly the significance behind the verbal and physical behavior both of himself and of his client.

Hypotheses

The present study was conducted to determine the relative effectiveness for counselor-education of three experimental conditions: (a) replay of audiotaped interviews with subsequent supervision (regular training procedure); (b) replay of audiotaped interview and audiotape of Interpersonal Process Recall by the client of audiotaped interview with subsequent supervision; (c) replay of videotaped interview and audiotape of Interpersonal Process Recall by the client of the videotaped interview. The following research hypotheses were thus generated:

1. The Interpersonal Process Recall technique using videotapes as a means of stumulated recall is more effective in teaching counselors than the Interpersonal Process Recall technique using audiotapes to stimulate recall.

2. The Interpersonal Process Recall technique using either video or audiotapes as a means of stimulated recall is more effective in teaching counselors than the conventional training procedure without IPR.

Organization of the Study

The research related to training of counselors will be reviewed in the following chapter. The design, sampling procedures, treatments, null hypotheses, and the type of analysis will be described in Chapter 3. The results of the analysis will be discussed in Chapter 4, and the summary statement, discussion and concluding remarks will be presented in Chapter 5.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

Interpersonal Process Recall as a technique (Kagan, Krathwohl, and Miller, 1963) builds upon two approaches to the study of interpersonal interaction. One approach is that employed by Bloom (1954) and by Gaier (1952) who questioned students about their learning in a classroom replaying an audiotape of the class discussion to stimulate recall. The second approach is that employed by Tintera (undated, 1963), Schueler, Mitzel, and Gold (1962), and Walz and Johnston (1963) who have used visual feedback in the training of teachers and counselors.

This review traces both of these approaches and also includes an overview of issues in counselor education to help the reader better appreciate the current status of research on counselor education and to sharpen the issues involved in such research and training.

Stimulated Recall Methodology

Bloom (1954) described a method of stimulating the student's memory to help him recall his covert behavior in the classroom. The basic assumption underlying this method of stimulated recall is that a student may be enabled to relive an original situation with a great vividness and accuracy if he is presented with a large number of the cues of stimuli which occurred during the original situation. Gaier (1952) applied Bloom's stimulated recall technique in a study of selected personality variables and classroom learning. He obtained audiotape recordings of the classroom discussion of eight males and three females over a period of four months. He played back these audiotape recordings to each of the 11 students within 48 hours after they had been recorded. Gaier had pre-selected "critical points" in the recorded discussion where he stopped the recording and asked the student to recall and report the thoughts he had experienced at that particular moment in the classroom discussion.

The methodology of stimulated recall has been used by other investigators who went further in their methods of eliciting responses by the use of stimulated recall. These investigators employed the use of photographs and films as additional ways of stimulating the subjects' recall of the original event.

Use of Visual Feedback

In an effort to give a tangible reflection, motion picture photography has been used to help the mentally ill and alcoholic individuals see themselves as others see them. Carrere (1954, 1955) used motion pictures to photograph alcoholic patients undergoing delerium tremens. Later these films were played back to the patients after they had recovered from the acute stage. Carrere (1958) indicated that this self-viewing seemed to intensify the therapeutic relationship and increase the patient's motivation to change as compared to the success of the standard methods of treating alcoholics. Prados (1951) indicated that visual, kinesthetic, and audal images can facilitate the entire process of vicariously reliving the repressions and emotions that have been blocked off or held back from the overt manifestations of an individual's behavior. Prados felt that the subject, by integrating himself with the image that he views on the visual replay, can become aware of his emotions and impulses without becoming too traumatized if given enough time and support.

. Stimulated recall playback techniques were found valuable by Cornelison and Arsenian (1960), who used two variations of the self-confrontation procedure. In the first variation, using seven female subjects, the experimenters combined the sound motion picture self-images with exposure to still photographs taken with the Polaroid Land Camera, which develops the picture in approximately one minute. These still photographs were shown during each session; the motion picture was shown to the patient on the third session and intermittently in subsequent sessions. The second procedure employed only the still photographs and was used with a group of nine male patients. The results of this study indicated that five of the seven female and two of the nine male patients improved during the series of sessions as rated by investigators.

This technique permits examination of important dimensions in the study of the self concept. Nielsen (1964) conducted a study in which the subjects discussed and defended their personal philosophy of life with another person (the "alter") who was employed to attack and criticize the subject's statements. These dyads were recorded on sound movies and were later played back to the subjects (self-confrontation). The alter was instructed to begin rather gently and then to increase his attacks on the subject's philosophy by making his criticisms increasingly severe. Usually toward the end of the dyads the two individuals were engaged in an emotional and tense discussion.

Later when the subjects were confronted by the playback of the movies, they realized how they had actually behaved. Nielsen reports that there were cases in which the subject's feelings had not been clearly shown in the movies. Either the subjects were able to control their feelings, or the feelings had not become overt so that emotional behavior would not appear on the films. Generally during the first self confrontation, the subjects were intensely interested in their overt body movements.

When the students were reconfronted 18 months later, they were more detached. Nielsen claimed that on re-evaluation, those subjects who had evaluated themselves positively during the first self confrontation playback session tended to evaluate themselves negatively during the reconfrontation and vice versa. Nielsen suggests that the about-face indicated that the subjects' evaluations should be regarded as processes rather than as static phenomena. He stated:

> ...the first evaluations of self (positive or negative) were amplified and elaborated in the following months, thus tended to move towards the extremes. Returning for the reconfrontation, however, and now being able to view the film in an objective way, an assimilation of the extreme positive or negative evaluation took place, along with a counter-evaluation. Those who were predisposed to see themselves positively now judged themselves more negatively; those who were predisposed to evaluate themselves negatively were now more satisfied with themselves (1964, p. 168).

This self confrontation method adopted by Nielsen seems to support the ideas that the subjects need to be able to integrate the new information before it benefits them effectively.

A longitudinal study using the method of self confrontation is being conducted by Ricker and Pinkard (1964), who are investigating the use of audio-visual playback technique with mentally retarded children. They have three groups of seven retarded youths meeting with a group leader four mornings a week for four months, each group having its own group leader. These group leaders are four psychologists assigned to the three treatment groups on a rotating basis. The groups are matched on the basis of age, sex, I.Q., and talkativeness. All three treatment groups are photographed with a sound movie camera during a fifteen minute session on Monday and Wednesday of each week during the first month. Each of the three treatment groups is filmed while it is engaged in four types of activities--a work assignment, playing together, eating lunch, and group discussion. This activity cycle is repeated for each of the following three months. Every Tuesday and Thursday the film of the previous day's meeting is shown to the audio-visual treatment group as part of a 45 minute discussion period. The second treatment group views a 15 minute motion picture film of retarded youths engaged in group counseling who are similar to themselves in age and ability; they never view themselves by the audio-visual feedback technique. The third group (control) follows the same counseling schedule as the two experimental groups, but they do not view any motion picture film.

The authors indicated that this research design will include three replications of the initial set of three groups to give a total of 80 cases. At the present time, Ricker and Pinkard indicated that half of the research has been completed. Tentative trends for 40 subjects given four months of treatment suggest that all three treatment groups show some improvement in intellectual performance with the greatest gains occurring in the audio-visual treatment group. The authors pointed out that the group leaders (psychiatric consultants) described the results as indicating:

> In general, all groups developed an awareness of purpose, and group dynamics and transference developed and became important...it becomes obvious to the supervisor that the amount of group cohesiveness, self awareness, and spontaneity was greatest in the group that had maximum visual stimulus and least in the group with the smallest stimulus ...at this moment the premise of this experiment is apparently well founded (1964, p. 717).

Ricker and his associates are attempting both intellectual and social training of mental retardates with some apparent success. Similarly both intellectual and social training in the complex role of the teacher has been attempted by using stimulated recall with videotapes. Schueler, Gold, and Mitzel (1962) investigated the comparative effectiveness of three ways of preparing elementary student teachers. One group received the conventional observation method in which college supervisors made five classroom teaching observations and then discussed the lesson with the student teachers. The second treatment group received the kinescope method in which five kinescope recordings were made of the student's teaching with the supervisor observing from the control room, followed by supervisory conferences in which the kinescopes formed the basis for the discussion. The third treatment group received the observation plus the kinescope method in which the supervisor observed in the classroom while the five kinescopes were being made, followed by the discussion. Each of the college supervisors worked with an equal number of student teachers in each of the three treatment groups. The student teacher's performances were recorded on four films, two at the beginning of the semester and two at the end. These performances were evaluated by means of a specially prepared and validated "Observation Schedule."

Schueler and his associates indicated that no significant differences were found among the three treatment groups. The authors pointed out, however, that the subjective reactions of the student teachers and supervisors supported a combination of the in-person observation and kinescopes. A positive change in the direction of desired goals was made by the student teachers in all three treatment groups.

Tintera's (undated, 1963) was another study of teacher training using kinescopes for feedback. Like Schueler, Gold and Mitzel, Tintera studied the effectiveness of three student teaching critique methods. All three methods included observation methods by the supervisor, but in one method the conference was conducted from notes, in the second, an audiotape was available to recreate the teaching scene during the conference, and in the third a kinescope was used in place of audiotape. A total of 66 subjects, 22 for each treatment group, were supervised by 22 teachers who were rotated through all three treatments. Tintera indicated that there were no significant differences among the three treatment groups on immediate observation and testing. However, after six months of teaching, the student teachers trained with the aid of kinescope (videotape recordings) and voice tape recordings were not significantly different from each other, but showed improved scores on Tintera's test instrument which included the Minnesota Teacher Attitude Inventory.

One of the most carefully designed of this type of research was reported by Maccoby, Jecker, Breitrose, and Rose (undated, 1965) who compared the abilities of neophyte, inexperienced, and experienced teachers in correctly judging the extent to which a student was comprehending material that was presented to him. The authors assessed the relative value of verbal and nonverbal cues contributing to the accuracy with which teachers made their judgments. The authors used three groups of subjects: 67 students just enrolled in the teacher training program, 59 students nearing the completion of the same teacher training program, and 46 teachers enrolled in summer courses who had had at least two years' teaching experience. Approximately one third of each experience-level group was shown both the picture and the sound of the student-teacher interaction, one third heard only the sound track, and remaining subjects saw only the picture track.

The authors indicated that the group viewing both the picture and the sound and the group hearing only the sound track had significantly greater accuracy than the group viewing only the picture track but did not differ in accuracy from each other. There were no differences in accuracy among the three experience level groups.

By assessing the extent to which cues contributed to the success of subjects judging the students' comprehension, Maccoby, _et al_, developed a standardized interpretation for the nonverbal cues which could be used to train teachers. Twenty teachers stratified by sex were randomly assigned to one of two training groups; one group was trained by pointing out the source of the nonverbal cues, the frequency of movement, and the facial gestures; the second received a placebo training of films related to interpersonal communication. This group discussed the process of student-teacher communication in conjunction with the films. Following the training, both experimental and control groups were asked to judge students' comprehension on segments of film. The experimental group of teachers significantly improved their accuracy of judging the students' responses to a pre and post test, while there was no change in the ability of the control group.

Maccoby, _et al_, concluded that adequate examples of students' nonverbal behavior can be obtained, that nonverbal behaviors can be coded reliably for use in teacher training, and that through training, teachers can improve their ability to judge student comprehension from nonverbal cues.

Several researchers have used video playback in training counselors but these were not controlled studies. Walz and Johnston (1963) conducted a study with 30 counselor candidates who were enrolled in an NDEA Counseling and Guidance Institute. These counselors had received prior didactic instruction and had interviewed a coached client several times. These interviews were observed through one-way vision mirrors and closed circuit television by their supervisors. The experimental experience was introduced to each counselor as if it were another closed circuit television session. After the counseling session had been videotaped for ten minutes, the session was stopped and the counselor, coached client, and supervisor separately completed the Interview Check List. They were instructed to react to the counseling interview as they felt the client had seen the counselor. On the following day the counselor observed the videotape of his interview. Following this personal viewing of his counseling session he completed the Interview Check List again.

Walz and Johnston indicated that the counselors who viewed the videotape of their counseling session with the coached client felt more confident but were also more realistic concerning their weaknesses. Evidence of these results appeared in the decrease of the number of positive-neutral items used after viewing themselves on the videotape as compared with those used before the viewing. Correlation analysis indicated that there was substantial agreement among the three (counselor, client, and supervisor) as to their perception of the counselor After the viewing, the counselors moved in the direction of adopting the more external frame of reference of the supervisor, rather than toward the frame of reference of the client. This shift occurred without the counselors' discussing these events with their supervisors. Bill's Index of Values and Adjustment **and** the Anxiety Index scores were accumulated for these counselors prior to the experimental experience. The authors indicated that there was some evidence for their claim that the scores on the Index of Values and Adjustment were related to the direction and amount of change after the counselors had viewed their videotapes. Further, those scoring high on the Anxiety Index were found to move more than others toward congruence on the Interview Check List with the clients and supervisors after their viewing of their counseling session.

Walz and Johnston concluded that for this group, changes in perception accompanied viewing a videotape of one's interview. The change was more in the direction of the supervisor's perception than that of the client's. Personality variables may be predictive of the impact that video viewing has on a given counselor.

Another study reported by Landsman and Lane (1963) indicated that counselors while role-playing before a television camera, and then receiving a playback of their session, gained new insight into their reaction in the interpersonal relationship. These authors concluded that this method added to the basic understanding in the vital process of counselor training.

Poling (undated, 1965) investigated the use of videotaping the counseling interview in three different settings. The first setting was a counseling cubicle equipped with a one-way mirror, the second was a simulated counseling cubicle with cameras partially concealed, and the third was a open studio environment with no attempt to conceal the cameras. Poling also investigated the critiquing of videotape-recorded counseling interviews to determine which of three methods had the greatest influence. The first method was an individual critique session with only the counselor and supervisor participating; the second was a small group critique of the session with five counselors and a supervisor; the third was a large group critique session with ten counselors and a supervisor.

The ten participating counselors were eight males and two females, master's or post-master's degree students, with no counseling practicum experience. The same clients worked with the counselor throughout the three treatment sessions. Each of these counseling sessions was videotaped for 20 minutes.

Analysis of the data obtained from the videotape recording Environmental Rating Scale yielded statistically significant differences between counselor and client ratings of the three physical environments. In each of the interview settings counselors were more anxious and concerned than were the clients as determined by the Scale. No statistically significant differences were observed among counselor-client ratings of the three interview environments; however, the data indicated that more positive reactions were obtained from open-studio counseling using a pre-focused and unmanned television camera for videotaping.

There were no statistically significant differences between mean interview ratings of counselor's audio, counselor's video and supervisors in individual, small group and large group critique sessions. The Interview Rating Form data indicated that counselors' video review ratings more closely paralleled supervisory ratings than did counselors' audio review ratings.

Poling concluded that videotape-recorded counseling interviews seemed to produce a greater degree of anxiety in a much more threatening manner than the audiotape-recorded counseling interviews. He pointed out that the first videotape-recorded counseling interview and the resulting critique became almost a traumatic experience. The counselor's defenses were higher than usual and some hostility and resistance were evident during this first counseling interview.

Research and Dictums in Counselor Education

The third part of this review of literature is centered on the historical development of education for counselors. This aspect of the literature is included to give the reader a perspective of the field of counseling with its recent innovations in the training of counselors.

Overview

Reviewing the literature on the training and supervision of counselors is a complex task because the boundaries of the problems are vague, and the research has been scattered throughout the academic fields of education and psychology. A short historical presentation of the development of the field of counselor training will be given here, and the particular research studies that are germane to the IPR investigation will be surveyed.

Counseling is an old and honored activity and yet so young a profession that it may be dated shortly before the beginning of this century. Just after the Civil War the universities began to expand their curricula from the traditional to the practical because of the demands by society for a practical education for all individuals. Because of this increased curriculum, it was found that the students needed assistance in program selection. In addition, the growing emphasis on life adjustment and mental health created the need for a counseling profession. Frank Parsons in 1908 founded the Vocation

Bureau of Boston. He was concerned about the youth entering occupations without adequate knowledge of either the requirements of the position or the range of possibilities available to them. Because of the First World War, there was a great surge of testing and interest in the classic studies of individual differences. Throughout the 1930's counselors were immersed in the problem of delimiting their field. Emphasis was centered on the functions and roles of the counselors in higher education, the home, and work. During this time, little attention was given to the actual training of the counselor, or to recruitment to fill the positions created by expanding student enrollment. The veterans returning from the Second World War added to the increased enrollments and to the demands for counselors. It was not until the mid 1950's that serious consideration was given to the great shortage of adequately trained counselors. To **ease** this dilemma Congress passed the National Defense Education Act of 1953, which includes provision for selection and preparation of counselors. This Act has stimulated the growth of new programs and research to establish their effectiveness.

Learning Experiences in the Education of Counselors

In the 1950's the literature on counselor training expanded rapidly. Bordin in 1950 suggested a framework for counselor training that has received widespread approbation. He directed a Michigan conference that went beyond the two previous conferences of the American College Personnel Association chaired by Anderson (1950), and the Joint National Committee on Counselor Preparation directed by Miller (1949). Bordin's conference considered the training of the psychological counselor in any setting, whereas the two previous conferences were mainly concerned with the counselor employed in educational institutions. Bordin's groups suggested that each institution should assume responsibility for developing the appropriate courses and establish desirable objectives for the proper training of counselors. Included in the curriculum suggested was the actual counselor practicum which most counselor educators deem crucial for the trainees before they have completed their degree.

Erickson and Smith (1947) and Pierson (1950) have suggested 12 generalizations as guidelines for the practicum training of the prospective counselor. These generalizations can be placed into the following four areas: the program, the counselor educator, the counselor candidate, and the experience. The authors indicated that if each of the four areas **is** sufficiently handled, the prospective counselor will have had the proper training that he needs to accomplish his work.

In 1953 Landy indicated that one of the most serious deficiencies in our counseling training was the absence or near absence of the actual experience of having a carefully supervised internship program. He advocated that the internship should have its major emphasis in the area of personality counseling, and its minor emphasis in the area of educational-vocational counseling.

Black (1953) reported that in order to enhance theoretical training, the counselors should have the opportunity of actually interviewing students. Another experiment involving in-service training for the preparation of secondary-school counselors was conducted by Kirk in 1955. She concluded that while a training program consisting of individual conferences, periodic group meetings, and case demonstrations was helpful, a workshop stressing practicum training was needed to correct the shortcoming in the counselor's preparation.

Leaders in counselor education seem to have arrived at a consensus concerning the desirable characteristics of training programs. Many programs have supported Dethick's (1958) pleas for improved quality in counselor education to help candidates achieve clarification of their own values. Abeles (1958) emphasized the need for flexibility and permissiveness in the training of counselors. Yates and Schmidt (1959) similarly indicated that counselors in training could not develop self-concepts realistically and usefully if their training did not maintain a certain amount of flexibility.

MacMinn and Ross (1959) completed a survey in the departments of education as to the preparation programs for the training of counselors. They indicated that 178 institutions reported offering graduate programs in guidance and personnel. But only two-thirds of these institutions provided practicum training. Hill and Green (1960) reported that Santavicca conducted a survey in the area of counselor preparation, and concluded that the adequate practicums that were offered tended to exist within the larger universities. Santavicca indicated that many of the counseling training programs were so new that the actual practicum experience had not been organized as a part of the counselor's curriculum.

Harmon and Arnold (1960) indicated that 40 per cent of the counselors have had no supervised practicum or tape recording of their interviews. They felt that counselor candidates are not adequately prepared until they have had the experience of recording their counseling interview and having a supervisor work with them on an interpersonal tutorial relationship. The results that Harmon and Arnold ascertained from counselors who responded to a questionnaire indicated that 28 per cent of the counselors wanted more supervised counseling experience.

From what we know now about the importance of practicum, it would seem that any educational institution offering the counseling degree would be required to have a practicum program that would be adequate for the training of counselors. Roeber (1963) has pointed out, however, that within the past five years, the number of practicums has increased significantly.

The Personnel and Guidance Journal published in 1961 "Standards for Preparation of School Counselors." They recommended that the laboratory experience and counseling practicum should come early in the student's program, and that the internship may be substituted for part of the practicum. The article suggested that the following conditions be in existence for the counseling practicum:

> The counseling practicum represents the major practical experience in the two-year sequence of counselor education, and it should be allotted at least as much time as the laboratory experience.
>
> Each counselor candidate in the counseling practicum must have individual supervision regularly and frequently.
>
> The case load for counselor-candidates in a counseling practicum should reflect:
>
> > A variety of clients.
> > Counseling experience with clients at the educational level appropriate to the candidate's eventual employment.
> > Multiple interviews with individual students.
> > Thirty to fifty hours of pupil interviews.
>
> The load of practicum supervision should be weighted in recognition of the fact that the practicum is virtually a tutorial form of instruction (1961, p. 406).

These experiences should be such that the counselor will be able to gain insight concerning himself in relation to his new role, increase his self-perception, aid in his confidence and knowledge, and further develop his skills.

Kemp (1961) held that the counselor-in-training needs to discover his own personality dynamics and must be able to judge himself. The ability to understand and accept others is based on self-acceptance and openness to experience (Jersild, 1955; Rokeach, 1958; and Rogers, 1961). Arnold (1962) indicated that the procedures of selection, instruction, individual contacts, and planned experiences should all be evaluated for the extent to which they contribute to or hinder the development of a counselor's self-development in these areas. Thus, in recent years a search for practices which would help the counselor-in-training "know" himself began. Typically this aspect of counselor education is a central concern during the practicum experience.

The practicum is in some respects the most important phase of the entire process of training counselors. Without this, the counselor candidate may be unable to apply his academic knowledge or to integrate his required skills to understand and help his clients. The discipline of the supervised practicum in counseling safeguards the public by preparing the neophyte to meet his professional responsibilities. Educational institutions training counselors have an obligation to the counselor candidate and to society to offer the very best program possible so that the personal problems of the future can confidently be solved.

The meaning of the practicum experience for the counselor candidate may vary according to his interpretation of his own needs. Counselor candidates should find the practicum an opportunity to synthesize the fragmented phases of their previous academic work and to bring the various theoretical concepts to a focus so that a practical application can be formulated when working with the individual clients. Thus, potential professional knowledge and skill will be centered, not on purely academic achievement, but upon the adjustment, orientation, and development of the clients.

Supervised Experience for the Counselor Candidates

A study of practices in 102 colleges and universities was made by a committee of the National Association of Guidance Supervisors and Counselor Trainers under the direction of Froehlich (1949). Provisions for supervised experience were reported by 68 institutions. The variations in experiences and purposes were not unlike the findings of the APA committee in its review of the internships for clinical psychology (1941). There was little uniformity in amount of time spent and in the types of experiences or supervision provided. Small budgets, lack of staff, and nonavailability of qualified agency supervisors were frequently mentioned as major obstacles in the way of developing this uniformity.

The effect of an observer during the interview has been considered, and has developed from being viewed as new and upsetting to the present practice of having one-way mirrors in the training laboratories. The close analysis of recorded sessions has been perfected to the degree that increased counselor self-awareness, sensitivity, and self-perception have apparently become attainable goals in training. Due to modern innovations and development of training methods, the supervisor of the counselor can emphasize the meaning and understanding being communicated in the totality of either the counselor's or client's responses.

Demos and Zuwaylif (1960) were concerned with the counselor's attitudes and the degree to which the supervisor could change these attitudes due to a particular theoretical orientation. They reported a highly significant difference on the Porter Attitude Tests; the counselors in training moved in the direction of being less evaluative, supportive, and probing, to an orientation of being more understanding and interpretive. However, when counselor responses were analyzed in terms of the theoretical position of their supervisor, only two scales were found to be significant. The authors indicated that the counselors of the client-centered supervisor were found to be significantly more understanding in their responses than were both the counselors of the ecelectic and directive supervisors. The counselors of the client-centered supervisor gave significantly fewer probing responses to the test than did the counselors of both the other two groups. However, the movement made by all the counselors, despite the theoretical position of the supervisors, was essentially in the same direction.

Munger, et. al. (1963) compared the direction and stability of attitude changes made by counselor candidates in eight-week and semester-long guidance institutes. As in similar studies, changes were in the direction of more understanding and fewer probing responses. Such changes were maintained by counselors who had completed the semester-long programs, but the eight-week group evidenced a significant decrease in understanding responses following the completion of the programs. The results indicated that changes in response to the Porter tests could be effected in a very short time but that more time was required for the changes to become stable. In commenting on the eight-week group, Munger, et. al. questioned whether such newly-learned attitudes were not viable outside academic walls or if counselor candidates were learning what the faculty believed to be "proper" answers to the Porter Test of Counselor Attitudes.

Roeber (1963) indicated that a counselor candidate's development in a practicum is directly related to his discovery and development of a style of counseling that, within professional limits, is consistent with his present and developing style of life. Such a goal assumes that counselor development and personal development go hand-in-hand; and superficial change in one as a result of a practicum is not likely to effect permanent change in the other. Furthermore, he assumes that development in a practicum is dependent first on the counselor candidate who reaches a stage where he functions independently and effectively, and that within this stage of development the counselor exhibits more than one pattern of traits. For the counselor's growth and enrichment research needs to turn towards discovering patterns which combine cognitive and conative traits, patterns which portend movement toward successive stages of development.

Roeber indicated secondly that, during a practicum, differential trait patterns call for the use of different criteria of development for the counselor candidate. He felt that the formulation of differential criteria is reasonable because the counselor candidates differ with respect to motivations which they bring to the practicum and, therefore, their development will not be identical. These complex motivations, when coupled with differential patterns of other traits, preclude identical rates of development for all counselees. Differential criteria can account for individual differences and form a rationale for eventual endorsement of counselees as independently functioning counselors, assuming that the counselees perceive this endorsement as worth the time and effort it takes to reach this level of personal and professional development.

Roeber's third assumption is that differential criteria of development call for the use of differential patterns of practicum experience and practicum supervision. The concept of a tailor-made practicum for each counselor would be able to encompass not only mastery of substantive knowledge but also conative learning. These differential experiences may have some similarities from one counselee to another and yet not be common to a group of counselor candidates.

While Roeber's assumptions may be idealistic, they do provide a framework around which the practicum programs may eventually develop a rationale for future practicum supervision.

Demos (1964) indicated that when three supervisors were presented tape recordings of an initial counseling interview with a client who was exceedingly fluent and verbal and monopolized the complete counselor hour except for the beginning and closing sentences, they resorted to their own theoretical positions in analyzing this counseling session.

> ...each of them (three supervisors) in critiquing the counseling session fell back upon his own theoretical orientation regarding counseling. In short, their critiques of the taped interview were technique-oriented and involved commenting on how to implement their own theoretical positions, rather than being responsive to the more important client-counselor interactions (1964, p. 705).

Demos concluded that the supervisor's theoretical orientation should only be a minor concern, and that the supervisors should concentrate more on how the counselor candidate perceived the interview. He emphasized that the major concern should be on the dynamics of the counselor and client.

Despite stated positions on techniques of supervision most supervisors focus on student "errors." Walz and Roeber (1962) presented a typescript of a student interview to a group of counselor-educators to be reacted to as if in supervision. Seventy-three per cent of the responses given were concerned with the defects of the student's performance either by questioning or giving instructions. Another five per cent were identified as errors. However, six per cent of the reactions made by the counselor-educators were classified as interpretive, eleven per cent were supportive, and four per cent were classified as suggestions of alternative student responses. The authors pointed out that the concern was mainly with the student-counselor rather than with the client. Very few references were made to the interaction between the student and client. The conclusion was that supervision is cognitive and information-giving, with negative overtones.

Betz (1963) studied two methods of supervising counselors and evaluated the significant differences by using a pre-treatment and post-treatment response of counselors working with high school clients. He divided 30 NDEA Institute counselors into affective and cognitive supervisory groups. He noted that the affective group modified their counseling behavior significantly more from the pre-treatment to the post-treatment response than did the cognitive group. The author concluded that the affective-supervised group was significantly different from the cognitive group in counseling behavior responses. It thus appeared that the kind of supervision offered does affect the way in which the counselor will work with students.

Walz (1963) indicated that the self theorist supervisor would emphasize the relationship between himself and the candidate. The supervisor would seek to understand how the counselor candidate saw himself rather than evaluate his performance, and would attempt to create a situation in which the candidate could view his behavior without fear of disapproval or rejection. Throughout the relationship with the counselor candidate, the supervisor would attempt to place himself in the counselor's place so that he could view the counseling session and the client as the counselor does. He would emphasize as Gibson, (1961, p. 98) has stated, that "we see things not as they are but as we are." The supervisor would realize that to change the counselor candidate's behavior, the counselor must first change his perception about himself.

Walz suggested that for the counselor candidate to change his behavior the following seven assumptions should be a major part of the supervisory program:

1. For significant learning to take place the counselor candidate needs to have the opportunity of self discovery. The supervisor should not teach the counselor, but rather he should allow the counselor to assert himself toward self-improvement.

2. The supervisor will make his greatest contribution to the counselor's growth by fostering a relationship with the

counselor as a fellow learner. Significant learning will be facilitated when the supervisor tries to understand the meaning of an experience that a counselor has and to perceive the experience as the counselor does. The trying to understand may be more important than the actual understanding. It is important for the counselor to perceive what his counseling experience means rather than to understand merely his counseling performance. Thus focusing on how the counselor saw his client and how he perceived his role with the client would provide a more useful learning experience than merely focusing on the behavioral techniques.

3. The counselor candidate should not be evaluated by his supervisor if proper growth is to be fostered in the dyadic relationship. The supervisor cannot be both a helper and an evaluator to the counselor. It must be one or the other. The supervisor's role should be that of helping the counselor to see what his responsibilities to himself and to society are in attempting to become a proficient person in the field of counseling. Evaluation should be a part of the counseling practicum, but it should not be the supervisor's duty. Other supervisors should perform the evaluation. The results of the evaluation should be used by the counselor candidate and his supervisor to plan for future experiences.

4. Learning is facilitated when the counselor candidate clearly perceives his task. Rogers (1961) indicated that learning occurs more readily in relation to situations that are actually perceived as real problems. The practicum experience should be designed to come early in the training of the counselor so that his preparation will be involved in the actual counseling situation. Thus, he will be able to understand for himself the counseling problems he needs to prepare for during his academic training.

5. Congruence between a supervisor's feelings and behavior toward the counselor candidate will improve their relationship. Sincerity and truthfulness are important in all interpersonal relationships. They are especially important in a relationship that exists to free the counselor from the need to defend himself from threat and rejection. The supervisor can enter into a real relationship with the counselor only if he is able to accept his real feelings. It destroys the relationship if the supervisor is perceived by the counselor as feeling one way and behaving another.

6. Supervisory warmth and understanding fosters a counselor's capacity for dealing effectively with new situations. An old educational truism states that a teacher must begin where the students are and not where he would like them to be. The supervisor must accept the counselor as he is and try to understand his feelings. Rogers calls for unconditional positive regard, empathy, and warmth to be as appropriate for the counselor candidate as for the client.

7. A wide variety of instructional resources facilitate the counselor candidate's learning experience. The new media of instructional devices would seem to be of importance in helping the counselor to perceive his role as a proficient and responsible person to society. The supervisor should be able to provide the help and insight needed to cope with the progress and growth of his counselor.

Basic to all that Walz has indicated is the reliance on the self-actualizing tendency of the counselor candidate. If the counselor is actively involved in helping others to grow, if he had identified the problems and issues he faces, then he will want to learn. The supervisor, through his personal relationship with his counselor, will provide the buoyancy needed to move over the rough spots during the changing of behavior. Implicit in these assumptions of the practicum program is the idea that the supervisory experience serves as both an agent for developing the working skills and as a growth experience for the counselor where all of his previous learnings and experiences come to fruition.

Supervision should not be teaching as an individual would lecture to a student, nor a Socratic dialogue. Nor is it a counseling or therapeutic session in behalf of the student. Patterson (1964) indicated that supervision should be a learning experience. It should be learning that comes close to the counseling and therapeutic experience instead of the classroom situation. He concluded that the conditions of supervision which appear to achieve the best results for the student are where the student is not threatened; but, rather where he is accepted, encouraged, respected and understood. With these conditions of nurturance, the student feels free to learn, analyze and explore his interpersonal process with his clients and to modify and grow in such a relationship.

Implications of the Literature

What are the implications of the research literature for this project? Among the implications suggested are the following:

The literature abounds with statements suggesting the importance of the practicum and the supervision that accompanies it. If one were to choose a stage in counselor training in which one could have the greatest impact, the practicum would clearly be the most likely one.

At the time the project was started, through there were several studies underway, these did not indicate that audiotape or visual feedback would necessarily result in greater learning. But those working in the field were convinced that such feedback should result in greater learning. Tintera's findings, available after this study began, suggested that possibly a long term rather than an immediate benefit occurs as a result of the feedback. Maccoby's study, also available after this study had begun, indicated that the improved interpretation of nonverbal behavior which resulted from instruction, was in very limited though significant amounts. Since parts of the IPR process involved nonverbal behavior this was at once both encouraging and discouraging. Walz and Johnston's findings did suggest that students did learn to change their perception of situations as a result of videotape feedback, which may be thought of as a first step in actually changing overt behavior.

Poling's study, also available after our study began, suggested that videotape feedback may be more traumatizing than audiotape feedback.

CHAPTER 3

DESIGN AND METHODOLOGY

This experiment was designed to compare the relative effectiveness of three types of counselor-training techniques for practicum students; a video IPR treatment; an audio IPR treatment; and the usual method of supervision using an audiotape of a regular interview session.

Design

A design was developed that would expose each group to the same amount of client contact, either in the actual interview or through the replay of tapes. Each group received the same amount of direct supervision. In order to equate the groups on the duration of treatment variable, it was necessary to omit one phase of the full IPR treatment, that in which the counselor is interviewed simultaneously with the client as the tape is replayed. Thus the efficacy of IPR treatment may have been reduced in comparison with its full potential. To provide for a maximum number of counselor trainees consistent with the capacity of the physical facilities and equipment, each trainee in the experimental groups was limited to three exposures to IPR treatment.

The nature of the three treatments is shown in Table 3.1. Practicum students were randomly assigned to the treatment groups each quarter.

The practicum students were told that a research project was in process and that they would receive different experiences

Table 3.1 Summary of the basic design of the experiment.

Groups	Interview			
VIDEO GROUP TOTAL 3 ½ hours	½ hour counseling interview. Interrogator then works with client for 2 hours.	Counselor listens to interrogation of client on tape, 2 hours.	Counselor watches ½ hour video interview tape.	½ hour supervision by interrogator.
AUDIO GROUP TOTAL 3 ½ hours	Same as above.	Same as above.	Counselor listens ½ hour to audio interview tape.	Same as above.
CONTROL GROUP TOTAL 3 ½ hours	1½ hour counseling interview. Interrogator observes.	Counselor listens to audio tape 1½ hours.		Same as above.

1st session for each group was held in the IPR rooms under video lighting conditions, creating a placebo condition for the control group.

in training. They were not told the nature of this difference.[1] They were also told that it was extremely important that they not talk with each other about their project experiences, or with other students who would be taking the practicum course during the academic year. They signed an agreement to honor this requirement.

At the end of the quarter, each practicum student was videotaped in the IPR room for twenty minutes as he counseled a coached client. He did not know this was a test situation or that this was a coached client. He assumed it was just another high school student.

Procedure

The three experimental treatment groups during each of the three quarters (fall, winter, and spring) of the academic year of 1963-1964 had the same training program. First, the practicum students had two sessions in their regular training laboratory where they counseled the same high school student for two sessions. Next, they had three sessions in the IPR room with high school students. They then returned to their regular training laboratory and counseled with high school students. In this way each practicum counselor worked with the same number of clients during the quarter, had three sessions in the IPR room, and had all other sessions in the regular counseling laboratory.

Each student indicated on a card the days that he could counsel. From this card the practicum student was assigned a day that he would counsel in the IPR room. Usually it was possible to keep open the same day each week for each practicum student; during the spring quarter, because 24 practicum students were enrolled, the schedule became more complex, and some practicum students counseled twice in one week in the IPR room. Each practicum student was required to complete the three processes of each session (counseling, listening to the tapes, and receiving supervision from the interrogator) before the next counseling session in the IPR room. This somewhat rushed the few students for whom two of their three IPR room sessions were scheduled in one week. All students except eight during winter quarter were master's candidates. The remainder were doctoral candidates enrolled to keep the size of the study sample as high as scheduling the facilities would allow.

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[1] At the end of the experiment several trainees reported that this design requirement contributed to the anxiety some of them felt about the treatments.

The same IPR staff members supervised counseling sessions for all three groups and were assigned to counselors at random. Each staff member supervised the same number of counsedors in each treatment group and no counselor was supervised by the same staff person for more than one session.[1] All but one supervisor worked with both master's and doctoral candidates.

The supervisory times of the IPR staff for the separate quarters are shown in Table 3.2. Because of the scheduling problems within a given quarter, the number of sessions in any given quarter varied for IPR staff members among the three treatment groups. Although by separate quarters the IPR supervisors worked with different proportions of the three groups of counselors, their contact with each treatment was equated over the entire study.

Video Treatment Group

The video group counseled high school students in the IPR room in the following manner: The counseling session was brought to a close as soon as convenient after 30 minutes. A recall person took the place of the practicum student in the IPR room. The half-hour interview was replayed with the client stopping for stimulated re call at significant points. The client was asked to relive the session and to recall his thoughts and feelings about what had been said and/or done during the original counseling interview. In some instances he was asked to trace a feeling and indicate when it reappeared. He was often asked the meaning of some nonverbal gesture. The replay was discontinued after two hours regardless of how much of the 30 minutes had been covered. Several times the 30 minute counseling session of the client did not provide enough material for the recall session to continue the full two hours. This situation occurred with the audio recall sessions.

The audiotape of this recall session was then promptly given to the counselor so that he could listen to the interrogation of the client. While listening to the tape, he was asked to follow a written listening guide[2] prepared by the research staff to enhance the

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[1] This procedure equated supervisors across the three groups and thus served to balance treatments; however, having a different supervisor or recall worker for each trainee session mitigates against the establishment of a supervisory relationship.

[2] See Appendix B.

Table 3.2 Supervision of the IPR Staff for the Academic Year of 1963-64 for the Master and Doctoral Students for the Three Treatment Groups.

Supervisor		Fall	Winter		Spring	Sub-Totals	Total
			Master	Doctoral			
A	Video	2	2	1	2	7	
	Audio	2	1	1	3	7	
	Control	2	0	1	4	7	21
B	Video	0	1	0	5	6	
	Audio	4	1	1	0	6	
	Control	1	1	1	3	6	18
C	Video	2	1	2	0	5	
	Audio	0	1	1	3	5	
	Control	1	1	0	3	5	15
D	Video	2	1	1	3	7	
	Audio	1	1	2	3	7	
	Control	1	1	0	5	7	21
E	Video	4	2	2	2	10	
	Audio	2	1	0	7	10	
	Control	1	3	1	5	10	30
F	Video			1		1	
	Audio			1		1	
	Control			1		1	3
G	Video	1	2	1	5	9	
	Audio	1	2	3	3	9	
	Control	4	2	1	2	9	27
H	Video	1	3	1	4	9	
	Audio	2	2	0	5	9	
	Control	2	1	1	5	9	27
		36	30	24	72	162	162

productiveness of listening to the audiotaped by directing his attention to certain aspects of this session. After listening to the tape, the counselor came to the IPR room and viewed a replay of the half-hour tape. Within the next two days he had a half-hour supervision with the recall person. There was no set schedule for the supervisory times but supervision took place before the practicum student interviewed another client in the IPR room. This procedure was engaged in for three of the trainee's nine sessions over the quarter of practicum training. His other six sessions were supervised in the usual manner by the regular practicum instructors.

Audio Treatment Group

The audio group followed the same procedure as the video group. The only exception was that instead of using videotapes for recall purposes, the client was questioned about an audiotaped recording of the interview. Practicum students then listened to audiotape of the two-hour recall session and their own counseling session uninterrupted by recall. Then they met with the recall person for 30 minutes of supervision scheduled as in the case of the video group. As with the video group, this procedure was used with three of the nine counselors interviewed over the quarter of practicum training.

Control Treatment Group

The control group received no stimulated recall sessions. They counseled the high school students for one- and one-half hours in the IPR room. Upon finishing the counseling session, they listened to their audiotapes for one- and one-half hours using the same listening guide as did the video and audio groups. Following this, they were supervised for 30 minutes by a recall person who had monitored the counseling session through a one-way glass. The supervisory time was scheduled as for the video and audio groups. The control group thus received the same treatment for three of the nine sessions as they did for the remaining six except that their interviews were held in the IPR rooms and for the three sessions they received supervision from the IPR staff instead of from their regular practicum supervisors.

Counseling Setting for Non-IPR Training Sessions

The counseling laboratory at Michigan State University has seven rooms equipped with a microphone concealed within a telephone. This telephone is connected to a jack in the wall which runs to an audio tape recorder in the master control room. In each room a large one-way glass permits observation of the counseling sessions. The session can be monitored by means of an intercom-earphone system.

The IPR counseling room is located across the hall from the seven counseling rooms.[1]

The "Regular" Practicum Supervisors

The practicum students on the master's level were supervised by their regular instructors during the time they did not actually interview in the IPR room. Two professors and an assistant instructor supervised the practicum. The supervisors handled their supervisory hours in the manner they chose. The supervision setting was very permissive. The supervisors did not have any organized process to follow, but rather they worked on an individual basis with the counselor in training.

Use of the Coached Client

A senior at Michigan State University majoring in drama was used as the subject in the criterion sessions in order to measure the outcome of the experiment. She was the final client seen by all subjects. To enhance the authenticity of the situation, instead of role-playing in the usual sense, the client was asked to re-enact a problem she had actually had as an adolescent. She rehearsed with the research staff before meeting practicum students. The students did not know that the client was an actress.

In retrospect she may not have adequately allowed for possible differences in client cooperation such as might occur if "real" clients were used. Unfortunately there was a tendency for the coached client to tell her "problems" regardless of the effectiveness of the trainees' probes.

The coached client completed client rating scales on counselor effectiveness for each practicum student immediately following the counseling session. The rating scales used in this aspect of the study were the Wisconsin Orientation Relationship Scale[2] and the Relationship Inventory[3] developed by Rogers and his staff.

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[1] A description of the IPR rooms appears in Chapter 1.

[2] See Appendix C.

[3] See Appendix D.

Immediately after the practicum counselor had interviewed the coached client, the nature of the situation was explained as well as the reasons why the coached client was used. Again he was reminded about the agreement not to discuss this project with other students. To the best of our knowledge all students adhered to their agreement. No practicum student viewed his criterion tape until all criterion sessions for the quarter had been held.

In summary, the practicum counselor interviewed in the traditional manner in the practicum laboratory for two sessions before he interviewed in the IPR room. In the IPR room, three different treatments were carried out. All three treatments totalled three and one-half hours of exposure. After using the IPR rooms for a total of three sessions, each returned to the regular practicum laboratory for the remaining four sessions of the term. At the end of the term each counselor interviewed the same client and was videotaped for 20 minutes.

Recall Interviewer Training

In order that there might be comparability in the recall procedure among the eight persons conducting these sessions, all but one attended a series of training periods. A set of criteria (Appendix E) evolved which were used to determine where the tape should be stopped and what would be asked. During the training interviewers watched sample tapes of previously conducted IPR's. Holding one hand behind their back so others could not see the signal, they raised a finger to indicate a point where they wished to stop the tape. When a majority of persons had so signaled, the tape was stopped and a discussion of what question to ask ensued. Though agreement on the most appropriate question rarely reached much higher than a simple majority, by the time training was discontinued, we obtained near unanimity on stopping points. One interviewer, a trained and highly experienced counselor, was added after the experiment started. She did not undergo training but handled only one trainee in each treatment.

Instrumentation

The criterion used to measure counselor trainee effectiveness was a rating scale developed by project members after an unsuccessful search for a suitable scale. This scale, the Counseling Process Effectiveness Scale, consisted of 33 behavioral and feeling tone items, a global rating, and a question asking the judges to write adjectives or phrases which described the trainee. The items were designed to differentiate counseling effectiveness among the three groups.

Before this scale was developed, the literature was reviewed to find previously validated counselor-rating scales. The Anderson Scale (1962) and the Rogers' Scale (1962) seemed to be the most promising, but neither seemed entirely adequate. The Rogers' Scale was tied too closely to his own counseling viewpoint. The Anderson Scale did not draw broadly enough upon the various behaviors which were a part of the MSU training program. In particular, it did not include aspects based on visual perception and confrontation which it was anticipated the video treatment might affect. Accordingly, parts of various scales were borrowed, revised, and added to in order to develop a scale commensurate with the training objectives.

The global rating was adapted from a scale for rating counseling interviews developed by Rioch and others (1963). The global rating was scored on a representation of the normal curve with baseline divided into eight equal segments. The judges were asked to rate each counselor in comparison with counselors of comparable experience rather than to compare the counselors in this study with each other. The intent was to establish an absolute rather than a relative judgement so that the general quality of the counselor as a product could be evaluated. Implicit in this procedure was the assumption that gross differences between the treatment groups would occur.

The third part of the printed Counseling Process Effectiveness Scale consisted of a question asking the judges to indicate, in order of importance, the main dimensions which led to their rating of the particular counselor. Actually this statement was interpreted by the judges as if it were a request for an adjectival or short sentence description of the salient features of the counselor trainee's behavior.

These three parts formed the preliminary scale which was tried out in a pilot session using the IPR staff as judges.[1] Videotapes from fall and winter quarters of twenty-four counselors' final session with a coached client were viewed. Half of the counselors were judged on the first five minutes of the counseling interview. The remaining counselors were judged on the ninth through thirteenth minutes.

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[1] Interestingly, the results of this pilot session, which used the IPR staff as judges, indicated that the videotape--trained group was significantly the best group of counselors. In view of later results the staff may have been biased by knowledge of which counselors were in which groups, or else were using different bases for making their judgements than did the panel of outside judges.

Based on the results of this last pilot judging session, the final form of the Counseling Process Effectiveness Scale was developed. This was the scale used by the judges in the final judging.

The Judging of the Criterion Tapes

Three prominent members of the counseling profession who represented different counseling orientations agreed to act as judges and to rate the final performance of the trainees. In addition, two nonprofessional judges (secretaries) who were not acquainted with the counselors taking part in the experiment, were also asked to evaluate the videotapes. The five judges each spent three days rating the 54 counselors. They were first trained in the use of the Counseling Process Effectiveness Scale with videotapes that were especially prepared for this purpose. Judges were trained separately for the master's degree and then for the doctor's degree trainees. In these training videotapes the coached client was interviewed by two master level and two doctoral level counselors. These counselors had taken the practicum course before the study was started.

The training videotapes were prepared in the same way as the criterion videotapes. Two counselors at the master's degree level who were not participants of the study, interviewed the coached client. The first counseling interview was videotaped during the first to the fifth minutes. The second counseling interview was videotaped during the ninth to the 13th minutes. Before the judges were to rate the first four minutes of the 46 master degree counselors, they were shown the first four minute training videotape. After the judges had rated all the 46 master degree counselors for the first four minutes, then the ninth to the 13th minutes of the training videotapes of the master degree counselors were shown to the judges to orient them; after which, the judges then rated the 46 master degree counselors for the ninth to the 13th minutes.

Upon completion of the judging of the master degree counselors, the judges were oriented to the training videotapes of the doctoral counselors. These training videotapes for the doctoral counselors were prepared the same way as described above for the master degree counselors. After the judges were oriented to the first four minutes of the doctoral counselors' training videotape, they then rated the eight counselors. Again, after completing the ratings for the first four minutes, the training videotapes for the ninth to the 13th minutes were presented to the judges. They then rated the eight doctoral counselors for the ninth to the 13th minutes of the counseling interview.

Sample

The subjects for this investigation were students enrolled in a counseling practicum course at the master degree level during the academic year of 1963 to 1964. Winter quarter registration for the master's counseling practicum course was so meager that students in the doctoral counseling practicum course were employed as additional subjects.

During the academic year in which this study was conducted, 12 master degree counselors participated during the fall quarter, ten master degree and eight doctoral degree counselors during winter quarter, and 24 master degree counselors during spring quarter. Because of the uneven number of counselors participating during the winter quarter, the number of counselors in the treatment groups was uneven, and so during spring quarter the numbers were balanced, so that each treatment group had 18 counselors over the three quarters. Of the counselors participating, 46 were master's level and eight were doctoral level students.

Table 3.3 indicates the number of students by sex participating in the study. Also the same table gives the number of doctoral students that took part in the study during winter quarter. All the doctoral students used in this study were males.

Average ages for the 3 groups are given in Table 3.4 for each group by quarter. The averages for the video and control groups were 30 and 31 respectively, whereas the audio group's is 27.

Grade point averages for the groups for each quarter are shown in Table 3.5. A one-way analysis of variance indicates no significant differences between the three groups, as shown in Table 3.6.

The Hypotheses

The two hypotheses tested in the present study in order to determine the effectiveness of training counselors using the IPR technique are:

1. The Interpersonal Process Recall technique using videotapes as a means of stimulated recall is more effective in training counselors than the Interpersonal Process Recall technique using audiotapes to stimulate recall.

Table 3.3 Number, Sex, and Level of Practicum Students in Each Treatment Group for Each Quarter Who are Included in the Analysis

Quarter	Video	Audio	Control	Total
Fall	3 Males* 1 Female	1 Male 3 Females	2 Males 2 Females	6 Males 6 Females
Winter	4 Males 0 Females	2 Males 1 Female	2 Males 1 Female	8 Males 2 Females
	3 Ph.D. Males	3 Ph.D. Males	2 Ph.D. Males	8 Ph.D. Males
Spring	4 Males 3 Females	5 Males 3 Females	6 Males 3 Females	15 Males 9 Females
Total	14 Males 4 Females	11 Males 7 Females	12 Males 6 Females	37 Males 17 Females

*Undesignated training level cases were master's degree students.

Table 3.4 Mean Age for Each Treatment Group by Quarter

Quarter	Video	Audio	Control
Fall	26	29	27
Winter	32	27	38
Spring	32	25	28
Treatment Group Means	30	27	31

Table 3.5 Mean Grade Point Average for Each Treatment Group by Quarter

Quarter	Video	Audio	Control
Fall	3.44	3.52	3.36
Winter	3.46	3.30	3.35
Spring	3.34	3.39	3.32
Treatment Group Means	3.41	3.40	3.34

Table 3.6 Analysis of Variance for Grade Point Average for the Three Treatment Groups

Source of Variation	Sum of Squares	d.f.	Mean Square	F
Between Treatment	.06	2	.03	.25
Within Treatment	6.28	51	.12	
TOTAL	6.34	53		

$F \geq 3.18$ for significance at the 5% level

2. The Interpersonal Process Recall technique using either audio or video tapes with the process of stimulated recall is more effective in training counselors than the regular training procedure without IPR.

Additional Analyses

In addition, analyses were made to determine whether the three professional judges were similar in their ratings of the 54 counselors and whether there were differences in judges' ratings for the first four minutes and the minutes nine through 13. Two way analysis of variance was used and the interaction between the judges and the two ratings was examined. The treatment effect was examined separately by analysis of variance with each of the three parts of the Counseling Process Effectiveness Scale: the 33 items, the global, and the adjective dimensions upon which the judges rated the counselors.

Two secretaries were used to determine whether they could rate the 54 counselors as reliably as the three professional judges. This was a test of the assumption that the rating scales were objective enough that a novice would be able to rate the counselors as reliably as professionals and this data was analyzed in a fashion parallel to the professional judges.

The coached client was asked to rate each of the 54 counselors immediately after she had been interviewed. She used the Rogers' Relationship Inventory Scale which was patterned after Rogerian theory. Within this scale there were the four subscales of Empathy, Positive Regard, Congruence, and Unconditionality. She also used the Wisconsin Orientation Relationship Scale in which the client is requested to indicate how she felt about the counselor in terms of five steps which range from total avoidance of the counselor to the feeling of probably being able to talk with this counselor about almost anything.

One professional judge rated the 54 counselors after listening only to minutes nine through 13 of the audio portion of the tapes that were made with the coached client. We wanted to determine whether the treatment effect, if any existed, depended on whether the counselors were rated by audiotape only or with a combination of video and audio methods.

A multiple correlation was computed to determine what effects ten uncontrolled variables had on the ratings made by the three professional judges. The ten uncontrolled variables are:

1. Sex of the practicum counselor -- possibly male

counselors are more effective with female clients. The preponderance of clients were females.

2. Quarter in which practicum was taken--it is possible that quality of IPR and practicum supervision varied from quarter to quarter.

3. Grade point average--possibly bright counselors were assigned to one treatment.

4. Procedures in Counseling (816 D)--a course that each practicum counselor completes before enrolling for the practicum--it is possible that the judges were influenced due to quality of instruction.

5. Practicum (884)--it is possible that the practicum supervision varied for the different practicum groups within the three quarters.

6. Candidate of the practicum counselor--it is possible that the level of the practicum counselor (Master's or Doctoral) could be influential.

7. Treatment effects of the three experimental groups--possibly could have had a decisive influence.

8. Experience that the practicum counselors had previous to the practicum might have influenced their effectiveness.

9. Practicum supervision--it is possible that the supervision varied among the instructors of the practicum.

10. Recall interviewer supervision--due to the amount of training among the IPR supervisors--it is possible that this might influence the counselors.

Summary

Two hypotheses were tested to determine the effectiveness of 46 masters degree counselors and eight doctoral degree counselors who were randomly divided into three treatment groups (video, audio, and control). The Interpersonal Process Recall technique was used in training the video and audio groups. The control group did not receive the Interpersonal Process Recall technique. The practicum counselors interviewed a coached client for the criterion session. The coached client rated each counselor immediately after the interview. These criterion interviews were all videotaped and a beginning and middle segment were rated by six judges. These judges rated the practicum counselors on the Counseling Process Effectiveness Scale.

The mean differences in the counselor-effectiveness of the practicum counselors were measured by the three judges, two non-professional judges (secretaries), the coached client, and a judge who rated the counselors by listening only to the audio portion of minutes nine through thirteen. Except for the coached client they used the Counseling Process Effectiveness Scale to evaluate the practicum counselors. The coached client used the Wisconsin Orientation Relationship Scale and Rogers' Relationship Inventory as rating scales to evaluate the practicum students.

Analyses were made of the mean counseling effectiveness differences among the three treatment groups, the difference in ratings of the judges, the two time segments, and the interaction between judges and time segments. Ten uncontrolled variables which could have influenced the ratings of the 3 professional judges were also analyzed.

CHAPTER 4

ANALYSIS OF EXPERIMENTAL RESULTS

As outlined in the previous chapter, the progress in training of the counselor-subjects was recorded by a final 20 minute videotaped interview with a coached client. Ratings of counselor behavior shown in two segments of the final tape were made by three professional and two nonprofessional judges. In addition, a fourth professional judge rated only the audio portion of the ninth through 13th minutes; the coached client also rated each counselor after being interviewed using Rogers' Relationship Inventory Scale and the Wisconsin Orientation Relationship Scale. The data thus obtained permitted the testing of research hypotheses by analysis of variance, as described in Chapter 3.[1] The results of the statistical treatment of the ratings are presented in this chapter.

Differences in Ratings of Judges for Two Time Segments

Three professional judges rated the 54 counselors on two different time segments of the criterion interview. These segments were the first four minutes and the ninth through 13th minutes. A two-way analysis of variance was used to determine whether there were significant differences among judges or between the ratings given to the time segments. The results of the analysis of variance are summarized in Table 4.1.

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[1] Before analysis of variance was applied, the Counseling Process Effectiveness Scale scores were weighted by Mosier's technique for maximizing the reliability of a weighted composite. A copy of the arbitrary weights assigned by the authors and the adjusted weights determined through Mosier's technique for the Counseling Process Effectiveness Scale appears in Appendix A.

Table 4.1 Analysis of Variance of Ratings by the Three Professional Judges of the First Four Minutes and the Ninth through 13th Minutes.

Source of Variance	Sum of Squares	d.f.	Mean Square	F
Judges	5307.30	2	2653.65	8.68*
Time	841.00	1	841.00	2.75
(Interaction) Judges X Time	980.13	2	490.06	1.60
Error	97231.04		305.76	
TOTAL	104359.47			

*Necessary: F .05≥ 3.04 for 2, 318 degrees of freedom
Necessary: F .05≥ 3.89 for 1, 318 degrees of freedom

Inspection of Table 4.1 reveals an F value of 8.68 which was significant at the .05 level of confidence. This indicated that the three professional judges were not rating the 54 counselors in a similar way. In order to determine how the three professional judges differed, a correlation matrix was computed to indicate the actual relationship among them. The results of the judges' ratings for the first four minutes are summarized in Table 4.2.

Table 4.2 Intercorrelation for the Three Professional Judges for the First Four Minutes.

	Judge I	Judge II	Judge III
Judge I		.46	.31
Judge II			.30
Judge III			

Inspection of Table 4.2 reveals that there is a positive relationship among all three judges. However, the relationship is quite low, much lower than was desirable. Apparently, the three judges did not rate the first four minutes of the tape consistently with each other. Only the correlation of Judges I and II is significantly different from zero. However, there are no significant differences of one correlation from the other.

The second correlation matrix was computed to compare the relationship among the three professional judges for the ninth through 13th minutes. The results of these correlations are summarized in Table 4.3.

Table 4.3 Intercorrelation for the Three Professional Judges for the Ninth through 13th Minutes.

	Judge I	Judge II	Judge III
Judge I		.61	.55
Judge II			.52
Judge III			

Table 4.3 reveals that there was a positive relationship among all three judges. While these indices are stronger than those for the earlier segment, the correlations are at the lower ranges of what is usually deemed satisfactory objectivity. As before, Judges I and II are somewhat more similar in their ratings, but again, there are no statistically significant intervals between the pairs of correlations.

Inspection of the correlation matrices indicate that there was a greater diversity among the three professional judges during the rating of the first four minutes than during the ratings of the ninth through 13th minutes. In rating the first four minutes two of the judges were together more than with the third but their correlation accounted for only about 25 per cent of the variance. In the rating of the ninth through 13th minutes, the diversity was not as great, and the correlations were higher. The same two judges were more similar in their ratings than they were similar to the third judge. For the two judges that were similar, the variance accounted for was 36 per cent. These correlation results help interpret the F value for the analysis of variance that the three professional judges were not significantly alike in their ratings of the practicum counselors.

The F value for the analysis of variance over the time segment of the first four and the ninth through 13th minutes was 2.75. Since the .05 level for the F value is 3.89 for 1, 318 degrees of freedom the differences between the two time segments were attributed to chance.

Since there were no significant differences in ratings for the two time segments, these segments were added and treated subsequently as one rating instead of two separate ratings.

Lindquist (1953) indicates that if the interaction is not significant, then the interaction mean square is an unbiased estimate of the common within-cells variance, and may be used in place of the within-cells mean square as the error term for testing the significance of the treatment differences. On the assumption that there is no interaction, the formula

$$F = \frac{M_{SA} / SS_{AL} + SS_W}{N-a-L+1}$$

is used to test the treatment's effect. Because the interaction effects for all the two-way analyses of variance were not significant, a formula was computed to indicate the adjusted value. This pooled value was so similar to the original F value that we decided to report the original in this present study.

One-Way Analysis of Variance for the Three Professional Judges for the Counseling Process Effectiveness Scale

Because of the evidence that the three professional judges' rating for the 54 practicum counselors on the two time segments were not significantly different, a one-way analysis of variance was computed to determine whether a significant difference in means existed among the video, audio, and control groups for the Counseling Process Effectiveness Scale (CPES). The first part of this scale consists of 33 items, the second part consists of an eight point global scale, and the third part consists of adjectives written by each judge to describe the practicum counselor.

Performance of the Groups on the CPES, Part I

The total scale for each counselor on the 33-item subscale of the CPES was summed across the three judges and the two time segments. The resulting scores for the three groups were analyzed by a one-way analysis of variance.

Hypothesis One

1. The Interpersonal Process Recall technique using videotapes as a means of stimulated recall is more effective in training counselors than the Interpersonal Process Recall technique using audiotapes to stimulate recall.

2. The Interpersonal Process Recall technique using either video or audiotapes with stimulated recall is more effective in training counselors than the regular training procedure without IPR.

Table 4.4 Analysis of Variance for Part I of the CPES

Source of Variation	Sum of Squares	d.f.	Mean Square	F	Ho
Between Groups	10313.81	2	5156.91	1.12	Accepted
Within Groups	235173.00	51	4611.24		
TOTAL	245486.81	53			

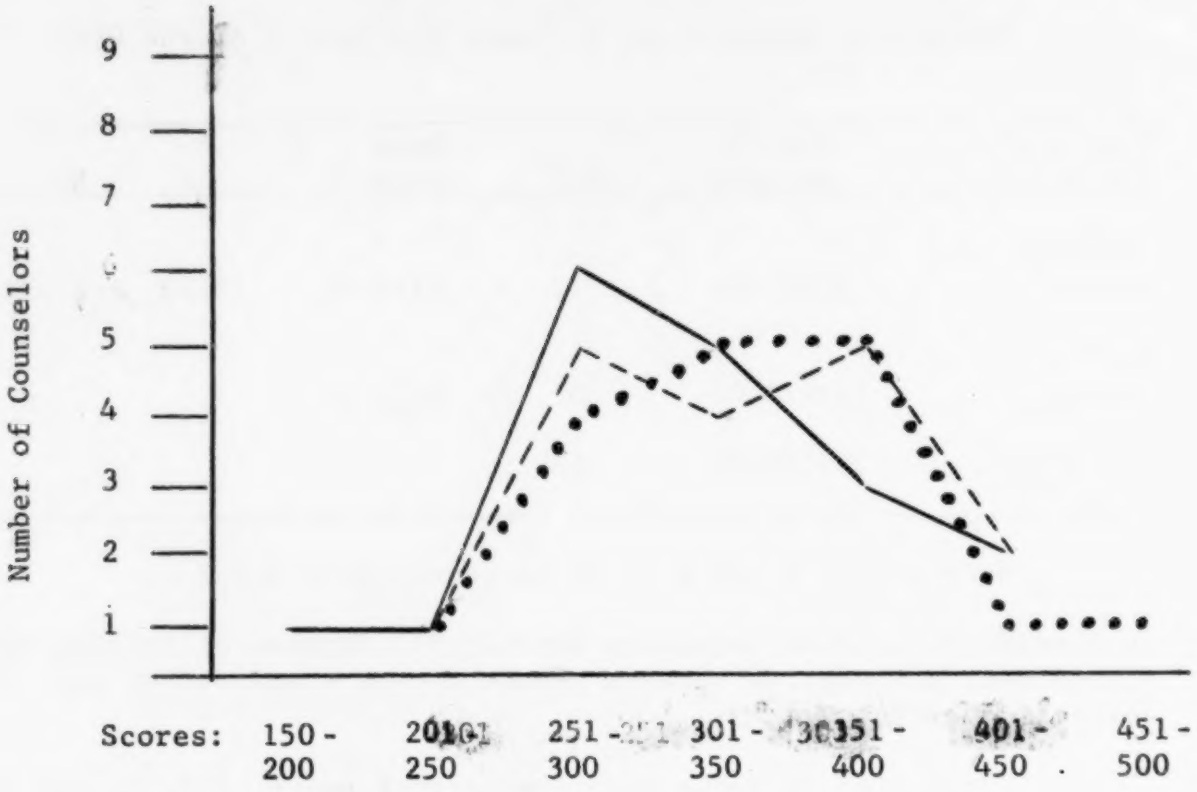
Necessary: F .05 $\geq$ 3.18 to reject Ho 1 and 2

An F value of 3.18 is necessary for (2, 51) degrees of freedom before significant differences between groups can be concluded at the .05 level of confidence.

Inspection of Table 4.4 reveals an F value of 1.12; the differences among the three treatment groups cannot be attributed to the experimental treatment. Any differences can only be attributed to chance variation.

The results of this study indicate that when the three professional judges' ratings of Part I of the CPES were combined the F value of the analysis of variance was too small to be significant at the .05 level of confidence. For the reader's information, the score distributions and means for the three groups are shown on Figure 4.1.

Figure 4.1 Distribution of Total Scores for Part I of the Counseling Process Effectiveness Scale as Rated by Three Professional Judges for the Two Time Segments.



Video treatment mean scores = ___________

Audio treatment mean scores = ...

Control treatment mean scores = ---------

Analysis of Part II of the CPES, the Global Scores

A one-way analysis of variance was computed to determine whether a significant difference in means existed among the video, audio, and control groups on the global ratings by the three professional judges. The results of the analysis are summarized in Table 4.5.

Table 4.5 Analysis of Variance of Global Ratings for the Two Time Segments by the Three Professional Judges.

Source of Variation	Sum of Squares	d.f.	Mean Square	F	Ho
Between Treatment	2.68	2	1.34	1.12	Accepted
Within Treatment	61.01	51	1.20		
TOTAL	63.69	53			

Necessary: F .05 $\geq$ 3.18 to reject Ho 1 and 2

An F value of 3.18 is necessary for 2, 51 degrees of freedom before the differences among the three treatment groups can be rejected at the .05 level of confidence.

Inspection of Table 4.5 reveals an F value of 1.12; the differences among the three treatment groups cannot be attributed to the experimental treatment. Any differences can only be attributed to chance variation.

Analysis of variance was computed to determine whether a significant difference in means existed among the video, audio, and control groups for the adjectives that the three professional judges assigned to the 54 practicum counselors. Each of the three professional judges wrote several adjectives or short sentences describing the counselor. Eleven doctoral students in counseling ranked the clusters of adjectives from high to low as to their descriptiveness of good counseling. The average ranking for each of the 16 clusters of adjectives ranged between one and 16. The adjectival descriptions of each counselor were thus assigned a numerical score.

Table 4.6 Analysis of Variance for the Adjective Scores for the Two Time Segments by Three Professional Judges.

Source of Variation	Sum of Squares	d.f.	Mean Square	F	Ho
Between Group	192.44	2	96.22	.48	Accepted
Within Group	10267.56	51	201.32		
TOTAL	10460.00	53			

Necessary: F .05 $\geq$ 3.18 to Reject Ho 1 and 2

Inspection of Table 4.6 reveals an F value of .48 which is not large enough to be considered significant at the .05 level of confidence. Variation among the three group means for the adjective scores can be attributed to chance variation within a common population rather than to the experimental treatments.

Rating Differences Among the Three Judges

Analyses of variance were computed for each of the three professional judges. Analyses of these results indicated that the three judges were rating the 54 counselors differently. Their ratings could have been influenced by several different factors, such as different philosophies of counseling or attention to different aspects of the counseling session. Even though they had been specially trained in rating the three parts of the scale, their individual criteria apparently were different. The differences among their ratings are summarized in a separate table for each judge indicating mean scores for the three parts of the Counseling Process Effectiveness Scale.

The results for Judge I show a consistent pattern across the three parts of the CPES in his ratings for the first four minutes; the differences reached significance only for the third part of the scale.

Table 4.7 Judge I Mean Ratings for the Three Parts of the Counseling Process Effectiveness Scale.

	One to Five			F	Nine to 13			F	Total			F
	V	A	C	Value	V	A	C	Value	V	A	C	Value
33 Items	47	54	58[1]	1.56	52	57	47	.92	99	111	106	.58
Global	3.5	4.1	4.3	1.15	3.8	4.1	3.2	1.41	7.3	8.2	8.5	.52
Adjectives	8.1	10.8	11.6	3.63[2]	11.3	9.7	9.0	1.09	19.3	20.5	20.6	.19

The results for Judge II indicated that with one exception there were no significant differences on either time segment over all three parts of the evaluation instrument. The one exception was the global rating scale in the second four minute period which was significant at the 5% level.

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[1] The highest of the three treatment groups is underlined in each comparison.

[2] Significant at the 5% level.

Table 4.8 Judge II Mean Ratings for the Three Parts of the Counseling Process Effectiveness Scale

	One to Five			F	Nine to 13			F	Total			F
	V	A	C	Value	V	A	C	Value	V	A	C	Value
33 Items	46	52	51	.83	49	60	50	1.96	95	112	102	1.90
Global	3.1	3.3	3.5	.34	2.9	4.3	3.4	3.75[1]	6.1	7.6	6.9	2.20
Adjectives	8.8	10.8	8.7	1.57	7.3	9.4	6.7	1.75	16.2	20.2	15.4	2.99

The third judge found no statistically significant differences among any of the treatment groups for either time period in any of the parts of the evaluation.

Table 4.9 Judge III Mean Ratings for the Three Parts of the Counseling Process Effectiveness Scale

	One to Five			F	Nine to 13			F	Total			F
	V	A	C	Value	V	A	C	Value	V	A	C	Value
33 Items	56	57	58	.09	62	66	65	.29	118	123	123	.28
Global	3.5	3.6	3.8	.17	3.7	4.1	3.9	.23	7.2	7.7	7.7	.21
Adjectives	11.8	10.5	10.3	.90	10.6	10.8	11.8	.42	22.4	21.3	22.1	.16

Two-way Analysis of Variance for the Two Secretaries and the First Four Minutes and the Ninth through 13th Minutes

Two secretaries rated the 54 counselors on the same two four-minute segments of the criterion interview. A two-way analysis of variance was used to determine whether there were significant differences between judges or between the ratings given to the time segments. The results of the analysis of variance are summarized in Table 4.10.

Inspection of Table 4.10 reveals an F value of 4.98, which, was significant at the .05 level of confidence. This indicated that the two secretaries were not rating the 54 counselors in a similar way. In order to determine how the two secretaries differed, correlations were computed between their ratings and those of the three professional judges.

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[1] Significant at the 5% level.

Table 4.10 Analysis of Variance for Two Secretaries and the First Four Minutes and the Ninth through 13th Minutes

Source of Variation	Sum of Squares	d.f.	Mean Square	F
Judges	532.04	1	532.04	4.98[1]
Time	992.45	1	992.45	9.28[1]
(Interaction) Judge x Time	397.45	1	397.45	3.72
Error	22661.02	212	106.89	
TOTAL	24582.96	215		

Necessary: F.05 ≥ 3.89 for 1, 212 degrees of freedom

Table 4.11 Correlations of Ratings of Two Secretaries and Three Professional Judges for Both Time Segments

	Judge I	Judge II	Judge III	Secretary I	Secretary II
First Four Minutes					
Judge I					
Judge II	.46				
Judge III	.31	.30			
Secretary I	.32	.13	.39		
Secretary II	.12	.03	.06	.38	
Minutes 9-13					
Judge I					
Judge II	.61				
Judge III	.55	.52			
Secretary I	.18	.13	.39		
Secretary II	.18	.04	.23	.41	

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[1] Significant at the 5% level.

Table 4.12 Intercorrelation for the Two Secretaries, Their Relationship with the Three Professional Judges and Themselves for the First Four and Ninth through 13th Minutes.

	Secretary I	Secretary II
Judge I	.18	.18
Judge II	.16	.04
Judge III	.13	.23
Secretary I		.41
Judge I	.33	.12
Judge II	.13	.03
Judge III	.39	.06
Secretary I		.38

All ratings were positive but these were generally considerably lower than one would hope or expect. The objectivity of the ratings was very poor. In general the secretaries apparently agreed with one another's ratings about as well as the three professional judges did with each other for the first four minutes, but not for the second. For the first four minutes, one of the secretaries agreed about as well with two of the three professional judges as they did with each other. But the second secretary's ratings were almost independent of the three professional judges for the first four minute segment. Neither secretary related very closely to two of the three judges in the second time segment.

In general, except for one secretary in the first time segment, the secretaries' ratings differed from the professional judges' more than three judges differed from each other. They must have interpreted the scale differently, were sensitive to different things, or were just less sensitive in general.

Because the secretaries rated the practicum counselors differently for the two segments of time, the one-way analysis of variance was computed separately for each time segment.

Because the secretaries rated the practicum counselors differently for the two time Segments, as shown by the significant F value in Table 4.10, one way analyses of variance were computed. These data are shown in Appendix F. No significant differences were found for any part of the scale for either time segment.

Ratings of the Three Groups by the Coached Client

The Rogers' Relationship Inventory Scale, and Wisconsin Relationship Orientation Scale were completed by the coached client immediately after she had been interviewed by the practicum counselors. A one-way analysis of variance was computed for each scale to determine whether a significant difference in means existed among the three treatment groups (video, audio, and control). The results of the analysis are summarized in Table 4.13.

Table 4.13 One-way Analysis of Variance for the Rogers' Relationship Inventory Scale by Coached Client.

Source of Variation	Sum of Squares	d.f.	Mean Square	F	Ho
Between Treatment	381.78	2	190.89	.72	Accepted
Within Treatment	13442.22	51	265.73		
TOTAL	13934.00				

Necessary: $F_{.05} \geq 3.18$ to reject Ho 1 and 2

Since the obtained F value of .72 is below 3.18 which is necessary for 2, 51 degrees of freedom before differences between the three treatment groups are significant at the .05 level of confidence, any differences can only be attributed to chance variation.

One-way Analysis of Variance of the Wisconsin Relationship Orientation Scale by Coached Client

The results of the one-way analysis of variance on the Wisconsin Relationship Orientation Scale as rated by the coached client are summarized in Table 4.14.

Table 4.14 Analysis of Variance of the Wisconsin Relationship Orientation Scale by Coached Client

Source of Variation	Sum of Squares	d.f.	Mean Square	F	Ho
Between Groups	225.81	2	112.91	1.67	Accepted
Within Groups	3455.44	51	67.75		
TOTAL	3681.26	53			

Necessary: F .05 $\geq$ 3.18 to reject Ho 1 and 2

An F value of 3.18 is necessary for 2, 51 degrees of freedom before differences among groups are significant at the .05 level of confidence; the F value in Table 4.14 is 1.67. Therefore any variation is attributed only to chance.

Rating of the Audio Portion of the Second Time Segment by a Fourth Professional Judge

A fourth professional judge rated the three treatment groups basing his ratings on only the audio portion of the ninth through 13 minutes. A one-way analysis of variance was applied to his ratings of the 33 item and global scales of the Counseling Process Effectiveness Scale. The results of the Analysis for the 33 item scale are summarized in Table 4.15.

Table 4.15 Analysis of Variance of the Fourth Professional Judge on CPES Scale for the Ninth through 13th Minutes

Source of Variation	Sum of Squares	d.f.	Mean Square	F	Ho
Between Groups	1116.99	2	558.50	1.70	Accepted
Within Groups	16754.33	51	328.52		
TOTAL	17871.32	53			

Necessary: F .05 $\geq$ 3.18 to reject Ho 1 and 2

Since an F value of 3.18 is necessary for 2, 51 degrees of freedom before differences between groups are significant at the .05 level of confidence, and the F value is 1.70 in Table 4.15, the variation is attributed only to chance. The results of the analysis for the global scale are summarized in Table 4.16.

Table 4.16 Analysis of Variance of the Ratings of the Fourth Professional Judge on the Global Scale for the Ninth through 13th Minutes.

Source of Variation	Sum of Squares	d.f.	Mean Square	F	Ho
Between Groups	3.37	2	1.68	1.16	Accepted
Within Groups	74.33	51	1.46		
TOTAL	77.70	53			

Necessary: $F_{.05} \geq 3.18$

Since Table 4.16 reveals an F value of 1.16, any differences can only be attributed to chance variation.

Relation of Possible Control Variables to Judges' Ratings of Treatment Groups

It is possible that these findings might be due to certain uncontrolled variables that counteracted treatment effects. Such differences could exist even though the practicum counselors were randomly assigned to the treatment. To determine which variables were sufficiently related to the criterion variable which functioned as a control variable with a significant effect, a multiple correlation analysis was computed between several of the more prominent possibilities as independent variables and a composite rating of the three judges over both time segments as the dependent variable. The independent variables chosen for analysis were:

1. Sex of the practicum counselor--possibly male counselors are more effective with female clients. The preponderance of clients were females.

2. Quarter in which practicum was taken--it is possible that quality of IPR and practicum supervision varied from quarter to quarter.

3. Grade point average--possibly bright counselors were assigned to one treatment.
4. Procedures in Counseling (816 D)--a course that each practicum counselor completes before enrolling for the practicum--it is possible that the judges were influenced due to quality of instruction.
5. Practicum (884)--it is possible that the practicum supervision varied for the different practicum groups within the three quarters.
6. Candidate of the practicum counselor--it is possible that the level of the practicum counselor (Master's or Doctoral) could be influencial.
7. Treatment effects of the three experimental groups--possibly could have had a decisive influence.
8. Experience that the practicum counselors had previous to the practicum might have influenced their effectiveness.
9. Practicum supervision--it is possible that the supervision varied among the instructors of the practicum.
10. Recall interviewer supervision--due to the amount of training among the IPR supervisors it is possible that this might influence the counselors.

The multiple regression indicated that treatment group (video, audio, or control) accounted for more of the variance in the judges' ratings than any other factor. The beta weights were not significantly different from zero. Thus, these results indicated that the ten independent variables were not related to the criterion variable significantly enough to affect the treatment effects.

Summary

A one-way analysis of variance was used to test the two hypotheses postulated in this study. Both hypotheses were rejected at the .05 level of confidence. This result indicated that no significant differences existed among the three treatment group means (video, audio, and control) as rated by the three professional judges, the two secretaries, the coached client, and a fourth professional judge who used audio tape only. The differences that did exist among the means as rated by these judges can only be attributed to chance variation within a common population and not to the effect of the experimental treatments.

A two-way analysis of variance and a correlation matrix were computed to indicate the individual relationship among the three professional judges and the two secretaries participating in the ratings of the 54 practicum counselors. The F value of the analysis of variance indicated that the three professional judges and two secretaries differed in their ratings of the counselors. The correlation coefficients indicated that of the three professional judges, two of them were more similar than the third. Minutes nine through 13 correlated more highly among the three professional judges than did the first four minutes. The correlation for the two secretaries was lower than the correlation for the two professional judges, but higher than the third professional judge on the first four minutes. However, the correlation for the second time segment for the two secretaries was lower than the correlation for the three professional judges. The two secretaries correlated with each other higher for the second time segment than they did for the first four minutes.

A multiple regression and correlation were computed to determine what effect ten factors (sex, quarter, grade point average, 884 grade, 816D grade, candidate, treatment, experience, practicum supervision, and recall interviewer supervision) were having on the ratings made by the three professional judges. The beta weights for the ten independent variables, when correlated with the composite rating of the three judges over both time segments as the dependent variable, were not significantly different from zero. These results indicated that the uncontrolled variables had no significant relationship with the treatment effects.

CHAPTER 5

SUMMARY, CONCLUSIONS, DISCUSSION AND IMPLICATIONS

Summary

This phase of our research was a study of the effects of three different methods of educating counselors by means of Interpersonal Process Recall (IPR). One group of counselors used IPR with their high school clients, a second group used IPR with audio portion only, and a third group (control) used the usual method of reviewing audiotaped interviews without an IPR recall interview, but in interviews which took place in the IPR rooms.

The training technique studied evolved from the work of Bloom (1964) on stimulated recall. Interpersonal Process Recall (Kagan, 1963) is similar to the stimulated recall method but with added dimensions. Videotape and a trained recall worker (interrogator) are used as the stimulus to heighten the recall effect, and the counselor later listens to the audiotape of the client's recall session.

For the experimental groups, 30-minute counseling interviews were recorded on video or audiotapes. Immediately following the interview a recall interviewer worked with the client for two hours, replaying the initial counseling interview. During the recall session the recording was stopped at significant points and the client was asked to relive the session and relate his feelings about what was thought, said, or felt during the original counseling interview. The counselor then listened to an audio recording of this recall session and later viewed the videotape in the IPR room.

The design of the investigation is based on the three treatment groups receiving equal time in their respective training. The two experimental groups spent the same amount of time on each phase of their training sessions. The training for both groups was similar except that the "video" group watched the videotapes of their counseling interviews, whereas the "audio" group listened to the audio interviews.

The subjects of the investigation were 46 master's degree counselors and eight doctoral degree counselors, a total of 54 subjects. The counselors were all enrolled in counseling practicum courses during one of the three quarters of the academic year 1963-64.

Counselors were assigned randomly to the three treatment groups--video, audio, and control. The 54 counselors conducted a total of two hundred sixteen interviews in the IPR rooms, but all counselors received only three training sessions in the IPR rooms. The final counseling interview for all counselors in each academic term was videotaped for later judging. The "client" in this last interview was a drama student trained to enact the role of client. For rating the 54 counselors, two four-minute videotape samples of the 20-minute "coached client" sessions were presented to the judges.

The first four minutes of the interview and minutes nine through thirteen were chosen for presentation to the judges. The coached client rated each counselor immediately after her interview using the Rogers' Relationship Inventory Scale and the Wisconsin Relationship Orientation Scale.

Three professional judges and two non-professionals (secretaries) rated the counselors on the two segments of the final interview with the coached client. They first rated the first four minute segments presented in random order. When the judges had completed the first rating of all 54 counselors, they then rated the minutes nine through thirteen, also presented in random order. These five judges rated the two segments of time using the Counseling Process Effectiveness Scale (CPES). This scale was especially constructed for this study bacause no suitable scale could be found in the literature. This scale consists of three parts, a 33 item feeling and behavioral scale, a global scale, and a space on which each judge was to write adjectives or phrases descriptive of the counselor.

A fourth judge rated the 54 practicum counselors using the Counseling Process Effectiveness Scale by listening to the audio portion of the minutes nine through 13 of the coached client's interviews. This was done to determine whether differences existed in judgements when only audio was used in rating the counselors.

The basic hypotheses of the study were:

HYPOTHESIS 1. The Interpersonal Process Recall technique using videotapes as a means of stimulated recall is more effective in training counselors than the Interpersonal Process Recall technique using audiotapes to stimulate recall.

HYPOTHESIS II: The Interpersonal Process Recall technique using video or audiotapes as a means of stimulated recall is more effective in training counselors than the regular training procedure without IPR.

No significant differences were found to exist between counselors who experienced the stimulated recall technique with videotapes and counselors who experienced the stimulated recall technique with audiotapes as rated by three professional judges, two nonprofessional judges, the coached client, and a judge who rated the counselors by listening only to the audio portion of the minutes nine through thirteen.

Discussion

The use of Interpersonal Process Recall was based on the assumption that the added stimulus would create a greater awareness for the counselor of his own counseling behavior and of the dynamics of clients. It was assumed that if counselors were given recordings in their clients' own voice expressing their moment-by-moment expectations and perceptions of the counselor's behavior, as well as the client's thoughts and feelings, that this would increase the counselor's sensitivity to interpersonal communication and help him to become a more effective counselor.

The hypotheses of the study were based on clinical observation of numerous IPR sessions. Several experienced therapists and counselors who had used IPR prior to this study reported gaining new insights into their clients. During the study, most of the video recall sessions seemed to contain highly instructive material about the concerns of clients, the subtleties of their communication, the nature of the counselor's impact on them and a host of insights which even highly competent supervisors would probably have missed. The audio IPR sessions seemed to contain much material of instructional value, though less than in the video IPR's, especially for the nonverbal aspects of the interview. Furthermore, video IPR's stimulated much more recall and discussion than audio alone, so there is much more data available.

Why then did the data from the three groups turn out as they did? Several explanations are possible.

A few of these beginning counselors seeing themselves for the first time seemed shocked and even somewhat depressed. This effect may have limited their ability to learn. It is also possible that IPR provided an over-abundance of insightful and meaningful material, thrust upon them too early for them to handle the enriching materials. Recent studies indicate that when subjects are presented with a personal and enriched stimulation, their immediate reaction is one of regression. White (1963) reports a study in which infants were provided with a very large amount of visual stimulation; these infants' activity increased well beyond the point reached at the same age level by control-group infants and those who had received only the additional handling. Poling (1963) observed that many practicum counselors have fears or anxieties when audiotape recordings are first introduced in their counseling interviews. He concludes that recording the counselor's interview with a videotape produces a greater degree of anxiety and is even more threatening. Poling reports that the counselor's defenses were quite high and that hostility and resistance were evident. This explanation gains plausibility when we examine the results of the Counseling Process Effectiveness Scale. The video group was consistently lower than the audio group on most of the 33 items[1] but was especially low on items which tended to reflect counselor anxiety. In addition to the anxiety created by viewing oneself, all recall workers were faculty or faculty surrogates. To what extent then did the counselors perceive IPR as a harsh method of "showing up" to the counselor the inferiority of his skills by a faculty member? Certainly, some counselors reacted as if the experience was punitive. Many others, of course, did not view IPR this way, suggesting possible differences in readiness to benefit from IPR.

It is possible that there was not enough time for the students to assimilate and integrate all that was provided for them. Kelly and Fisk (1951) report studies in which added information actually lowered the effectiveness of psychologists' predictions.

White (1963) and Nielsen (1963) report that when a subject is provided with a visual training procedure, the immediate effects create a temporary period of retardation and suggest that if the subject has enough time to integrate the extra stimulation, and if the experiment is continued over a longer duration of time, the subject will increase well beyond the point reached by the other subjects who did not receive the visual training. In an attempt to follow the university calendar for academic terms, all the counselors received their entire IPR treatment during the middle part of each ten week academic term. Because of this intensity of exposure to the process, the counselors may not have had time to integrate the quantity of information given them. It is thus possible that integration of the new learning had not yet taken hold at the time the criterion interview was held.

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[1] The results of the item analysis for the 33 items of the Counseling Process Effectiveness Scale are summarized in Appendix C.

Lack of specificity in training may also have influenced the results. Tintera (1965) noted in his study of training practicum teachers with the use of video and audiotapes that one of the problems students had was not focusing on the more important aspects of behavior. The focusing of attention on important errors, in essence knowing what to look for, may have been an important part of the educative process that we did not emphasize enough in the present study. Instead of using a rifle we attempted to apply the shotgun approach, thinking that the enriched stimulus of videotapes would be effective enough to significantly change the overall competence of counselors even after only three exposures. Maccoby, et. al. (1964) indicated that in training teachers for specific aspects instead of attempting to train for global results, the teachers significantly improved their accuracy in interpreting students' nonverbal communications.

It is also possible that we simply overrated the potency of the treatment, that we anticipated significantly changing the overall effectiveness of student counselors with only three exposures to IPR training.

Another explanation was suggested by one of the judges. He pointed out that as the coached client became more and more experienced, it appeared that she had learned how to be a "good" client. That is, no matter how ineffective the counselor was, she had learned to relate her "problems" comfortably and with a minimum of professional "prodding." If true, this would surely have tended to "equalize" the three treatment groups by making it possible for all counselors to appear competent.

The criterion instruments may be too crude. Clearly the instruments lacked the necessary objectivity to show the differences deserved. It is possible that the instrumentation just was not good enough to sense whatever differences did exist.

Finally, it is possible that such differences as exist among video, audio and control methods should be looked for not with global scales, but by scales that concentrate upon aspects of the counseling process that emphasize those aspects unique to the video process, and unique to the audio interrogation. Similarly, the training process would need to concentrate upon these aspects.

Implications for Future Research

A replication of the investigation might include the following major modifications:

1. The low correlations among the ratings of the three professional and two non-professional judges could be the result of their different orientation but if so, the scales are too vague to measure behavior objectively. More objective instruments must be developed so that higher reliability can be attained. Another difficulty in using the criterion instruments was the problem of defining specific cues that the judges were to respond to as they rated the counselors. Although certain elements of effective counseling progress can be explicated for a counseling relationship over time (see Section V, Chapter 1 of this report) the literature in counseling on the appropriateness of specific counselor sentences or short segments of behavior is very sparse.[1] An improved instrument should be developed if none is available.

2. If the observation about initial debilitating anxiety is accurate, then student counselors should be provided with preparatory training so the experience of using IPR is less of a shock to them. Perhaps this could be accomplished by their viewing already prepared videotapes, their viewing themselves with their client and finally using full IPR treatment. Another method which might help overcome some of the student counselor's concerns about faculty recall workers is to train all student counselors to be able to do the recall interviewing. Two counselors could then work as a team, one serving as interrogator for the other's client.

3. The practicum counselors should have enough exposures and enough time between exposures to the IPR treatment so that they can assimilate and integrate the new information. This may necessitate using smaller samples or extending the training period over two academic quarters.

4. The goals of IPR training must also be delineated so that the practicum counselors will have a clearer understanding of which dimensions of client behavior they should focus on. This implies a more adequate definition of what constitutes good counseling so that training can be more specific and the desired behaviors can be more objectively observed. It would then seem appropriate to rate the

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[1] At the time of this report Richard Rank, William DeRoo and Gerald Griffin are developing instruments to judge specific counselor statements. Initial results suggest markedly improved reliability and objectivity.

counselors after or during each IPR training interview so that rate of movement toward these desired behaviors can be indexed over time. This might help establish the optimum number and timing of exposures to the process.

5. There should be continued study to determine the variables operating in the stimulated recall technique. Does the counselor learn more by focusing on his own recall or that of the client? Does he learn more working with fewer clients in depth and over time or with a greater variety of client types?

6. The coached client needs to be sophisticated enough in role playing that she responds productively only to counselors who would have encouraged her to talk if her problem had been "real."

CHAPTER 6

POSTSCRIPT
THE USE OF CLIENTS AS SUBJECTS

In these IPR studies considerable discussions were held about the potential misuse of clients inherent in putting them "on camera," even though clinical judgment and numerous case studies (some of which are now available)[1] indicate that the process is of benefit to clients, especially where a series of sessions is held.

We are not alone in having such concerns. The use of videotapes in counseling and counselor education is receiving wide acceptance in some universities and clinics. In others, the procedure has been rejected. Often refusal to adopt these innovations is based not on a reluctance to be innovative but rather on a professional concern that clients not be used a laboratory "guinea pigs." We therefore felt an obligation to ourselves and the profession to further test the hypothesis that clients would feel misused when subjected to IPR.

Procedure

At the conclusion of the 1963-64 academic year, questionnaires were prepared and distributed to all of the high school students who had received counseling services during the year. The questionnaires, explanatory letters, and a self-addressed stamped envelope were enclosed in a sealed folder and were distributed to the students in their respective high schools. Two follow-up questionnaires were mailed after periods of approximately three weeks.

The students had previously been selected at random to be part of the study of the effectiveness of IPR in counselor education. To review the treatments, each client received one of the following types of counseling procedure.

1. Control--no stimulated recall, but regular counseling for $1\frac{1}{2}$ hours, in the same physical setting (IPR room) as the experimental groups;

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[1] See Section V of this report.

2. Video--stimulated recall via video tapes, which included one-half hour of regular counseling and two hours of interrogational counseling.

3. Audio--stimulated recall via audio tapes, which included one-half hour of regular counseling and two hours of interrogational counseling.

All counselees received the same questionnaire, but the Video and Audio subjects received an additional set of questions specifically related to the technique provided to them (i.e. items related to the client's reactions to the interrogator and interrogation were included).

A total of 140 high school students, grades nine through twelve, had been referred by their school counselors from nine area high schools. The reasons for referral were typically stated only as educational, vocational, or personal-social. The percentage of returns for each group was about the same for all groups (56%, 51%, and 55% respectively).

Results

Table 1[1] contains clients' stated reasons for coming to MSU Counseling Laboratory. All clients were assigned to the three treatments at random; yet it is interesting to note the number of "video" clients who, in retrospect, think of the experience as one for which they had volunteered rather than one for which they were referred by their high school counselors. (Using an "F" test and assigning values of 1-5 to the scale, this finding was not statistically significant, however.)

As indicated in Table 2, initial reaction (in retrospect) to the counseling process shows no significant differences among the three groups, despite an apparent advantage for video. Reactions to the counselor (see Table 3) similarly were not significantly different.

In degree of improvement noted following the three types of counseling procedures (see Table 4) the three methods produced no significant difference. If anything, there was a trend for the video and audio subjects to feel more satisfaction from their dealings with personal problems than the control subjects. Tables 5, 6, and 7 relate to changes observed in behaviors, since the MSU counseling. Again, no beneficial or adverse effects perceived by clients were statistically significant by "F" test but the trend again favors the experimental procedures rather than mitigating against them.

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[1] See Appendix H for tables.

A separate questionnaire containing four questions about the recall procedure was given to the subjects in the Video and Audio groups. The responses to these questions are presented in Tables 6, 7, 8, and 9. No significantly more negative responses were made by those clients "subjected" to videotaping and confrontation by their own behavior on television; in fact, a trend favoring video treatment is again noted.

Summary and Conclusions

It is recognized that the limited amount of counseling (one session each), instrumentation, and design restrict the possibilities for generalizations. The frequencies and percentages of responses do, however, provide some bases for initial judgments. Although it appears that the clients reacted most positively to stimulated recall via the video method, it may at least be concluded with some confidence that the video and audio stimulated recall experience is not perceived as a distasteful process.

Similarly, counselees did not seem to react unfavorably to the "intrusion" into their relationship with the counselor by an interrogator. In fact, they seemed to favor the use of the interrogation approach. According to these clients, the use of the videotapes in the IPR format did not damage their academic achievement, their relationships with friends, adults and classmates, their participation in group activities, or their general appearance.

Some professionals have postulated that IPR and similar procedures are potentially traumatic and destructive, but according to students who were used as subjects in the process, no harm was done them.

APPENDIX A

COUNSELING PROCESS EFFECTIVENESS SCALE

COUNSELING PROCESS EFFECTIVENESS

developed by

Norman Kagan

David R. Krathwohl

William W. Farquhar

The scale was developed as a part of a project supported by a grant from the U.S. Department of Health, Education and Welfare, Office of Education, "Exploration of the Potential Value of Interpersonal Process Recall Technique (IPR) for the Study of Selected Educational Problems"(Project No. 7-32-0410-216).

Appreciation is expressed to Barbara Fuller, Sarah Hervey, Glen Robert Ward, and Robert H. Woody for assisting in the development of this scale.

Michigan State University

1964

Mark each statement at the right according to the extent of the counselor's behavior or the counselor's tendency to behave in the manner described by the statement.

		Frequently	Occasionally	Rarely	Not at all
1. The counselor is a co-worker with the client.	1	3	2	1	0
	2	3	1	0	0
2. The counselor and client interact well with each other.		3	2	1	0
		3	1	0	0
3. The counselor appears to be playing a role.		0	1	2	3
		0	1	3	3
4. The counselor's bodily and/or facial expressions convey the feeling that he is frightened or anxious.		0	1	2	3
		1	2	3	3
5. The counselor is too concerned with himself to become really involved with the client.		0	1	2	3
		0	1	2	3

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[1] Arbitrary weights were assigned for scoring by the authors.

[2] Adjusted weights determined through Mosier's technique.

	Frequently	Occasionally	Rarely	Not at all
6. The counselor gives the impression that he is not at ease.	0 0	1 2	2 2	3 3
7. The counselor permits the client to engage in idle chitchat.	0 0	1 1	2 3	3 3
*8. The counselor's remarks make things clearer for the client.	3 3	2 2	1 1	0 0
9. The counselor encourages the client to minimize her reaction to a given situation.	0 1	1 1	2 2	3 3
10. The counselor misses cues of what is important to the client.	0 1	1 2	2 3	3 3
11. The counselor inappropriately moves into sensitive topics unaware of the client's reluctance to go along.	0 0	1 1	2 2	3 2

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*Items used from the Anderson Interview Rating Scale.

		Frequently	Occasionally	Rarely	Not at all
12.	The counselor reveals certain nervous manifestations.	0 0	1 1	2 3	3 3
13.	The counselor seems to be aware of the client's non-verbal communication.	3 3	2 3	1 2	0 0
14.	The counselor paces the interview inappropriately.	0 0	1 0	2 2	3 2
15.	The counselor seems to make the client defensive.	0 0	1 1	2 2	3 2
16.	The counselor appears to be hostile toward the client.	0 0	1 0	2 1	3 2
17.	The counselor's bodily postures seem stiff.	0 0	1 1	2 3	3 3
18.	The counselor helps the client to talk freely about her feelings.	3 3	2 2	1 1	0 0

	Frequently	Occasionally	Rarely	Not at all
*19. The counselor's tone of voice conveys his ability to share the client's feelings.	3 3	2 2	1 0	0 0
20. The counselor accepts the client's expressions without disapproval or approval.	3 2	2 1	1 1	0 0
21. The counselor shifts topics too abruptly.	0 1	1 1	2 3	3 3
22. The counselor uses language appropriate to the client.	3 2	2 1	1 0	0 0
23. The counselor tends to lecture.	0 0	1 1	2 2	3 2
24. The counselor wears a smiling mask of "acceptance" even when a different affect would be more appropriate.	0 1	1 2	2 2	3 2
25. The counselor's facial expressions are too serious for this situation.	0 0	1 1	2 2	3 2

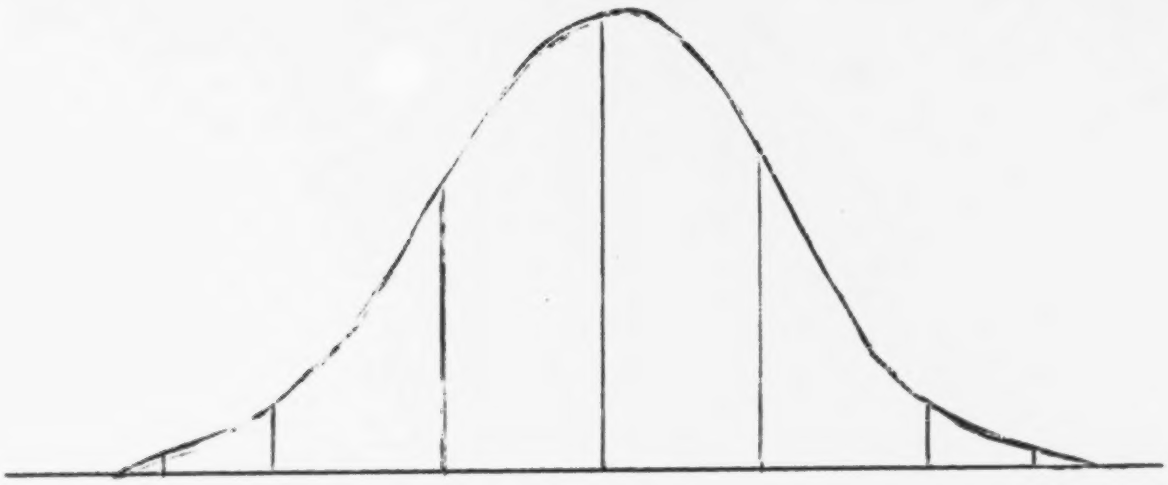
	Frequently	Occasionally	Rarely	Not at all
26. The counselor communicates by posture, words, and affect that he is immersed in the client's communication.	3 3	2 2	1 0	0 0
*27. The counselor behaves as if the interview is a routine, mechanical process.	0 0	1 1	2 3	3 3
28. The counselor chooses the more superficial way of handling the client's communication.	0 0	1 2	2 3	3 3
29. The counselor encourages the client to dig deeper.	3 3	2 2	1 1	0 0

Based on what you have seen of this counselor, try to predict how well this counselor would have handled the following incidents had they occurred.

	Ineffectively			Effectively
30. If the client suddenly started to cry.	0	1	2	3
31. If the client becomes seductive with the counselor.	0	1	2	3
32. If the client refuses to speak.	0	0	1	2
33. If the client expresses to the counselor that she is concerned about her desire for homosexual activities.	1	2	3	3

GLOBAL RATING OF COUNSELORS:

I. To what extent would you be willing to talk to this counselor about educational-vocational or personal problems?



II. Please list in order of importance the main dimensions which lead you to judge this counselor as you did.

____

____

____

APPENDIX B

PRACTICUM COUNSELOR GUIDE LIST

Counselor ________________

Client ____________________

Date of Interview ________

DIRECTIONS FOR REVIEWING TAPES

Summarize the dynamics of the counseling interview as to the tactics used by the client, how you met these tactics, what feelings were expressed, and the rapport established during the interview.

To give direction to your listening, try to answer the questions below. Make short notes to nail down your observations.

1. Which of the problems discussed were, in your opinion, the client's real problems?
2. Which of the problems given were not his real concern?
    a. What purpose did these problems seem to serve for the client?
3. During the interview were there times when you assumed the client had certain feelings?
    a. What was your best guess at the time of the interview to the reason for these feelings?
    b. What clues and cues made you aware of these assumed feelings?
    c. Now, in retrospect which clues, cues, or other things support or refute your interpretation?
    d. Were there instances where you missed major feelings?
        i. What clues and cues made you now realize this?
4. What additional kinds of things did you do in the interview that most likely facilitated the progress of the interview?
5. As you see it now what should you have done differently?
    a. Why?
    b. What clues and cues suggested this to you?

6. The above five questions have asked you in detail about aspects of the interview. Could you now write a paragraph or two summarizing the dynamics of the interview.

7. What personal feelings did you have during the interview, i.e., did you feel apprehension, anger, affection, or confidence?

8. What do you think the overall reaction of the client was to you?

9. What is your overall judgment of your counseling effectiveness with this client during this interview?

APPENDIX C

WISCONSIN RELATIONSHIP ORIENTATION SCALE

WISCONSIN RELATIONSHIP ORIENTATION SCALE (WROS)*[1]

Level 1:	I would attempt to avoid any kind of interaction or relationship with this person.
Level 2:	If no one else were available, I might consult this person for specific information of a factual, e.g. educational or vocational nature, but I would avoid any personal exposure.
Level 3:	I would be willing to talk with this person about factual, e.g. educational or vocational concerns, and some of the personal meanings connected with these.
Level 4:	I would be willing to talk with this person about many of my personal concerns.
Level 5:	I have the feeling that I could probably talk with this person about almost anything.

*Half-step ratings are not permitted on this scale.

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[1] Steph, Joseph. "Responses to Hypothetical Counseling Situation as a Prediction of Relationship Orientation in School Counselors." Unpublished doctoral dissertation, University of Wisconsin, 1963.

APPENDIX D

ROGERS' RELATIONSHIP INVENTORY SCALE

RELATIONSHIP INVENTORY

Mark each statement in the left margin, according to how strongly you feel that it is true, or not true, in this relationship. Please mark every one. Write in plus (+) or minus (-) marks to stand for the following answers:

++ Yes, I strongly feel that it is true.	- No, I feel it is not true.
+ Yes, I feel it is true.	-- No, I strongly feel that it is not true.

++	+	-	--	
				1. He respects me.
				2. He tries to understand just how I see things.
				3. His interest in me depends on what I am talking to him about.
				4. He tells me things he does not mean.
				5. He disapproves of me.
				6. He understands my words but does not realize how I feel.
				7. Sometimes he responds to me in a more positive and friendly way than he does at other times.
				8. What he says to me never conflicts with what he thinks or feels.

++	+	-	--	
				9. He is curious about "the way I tick," but not really interested in me as a person.
				10. He is interested in knowing what my experiences mean to me.
				11. His feelings toward me do not depend on how I am feeling toward him.
				12. He is disturbed whenever I talk about or ask about certain things.
				13. He likes seeing me.
				14. He nearly always knows exactly what I mean.
				15. His attitude toward me depends partly on how I am feeling about myself.
				16. I feel that he has unspoken feelings that are causing difficulty in our relationship.
				17. He is indifferent to me.
				18. At times he jumps to the conclusion that I feel more strongly or more concerned about something than I actually do.

++	+	-	--	
				19. He responds to me consistently; always warmly or always coldly.
				20. He behaves just the way that he is, in our relationship.
				21. He appreciates me.
				22. Sometimes he thinks that I feel a certain way, because he feels that way.
				23. He likes me in some ways, dislikes me in others.
				24. At times he is not aware of something that I can sense in his response to me.
				25. He is friendly and warm towards me.
				26. He understands me.
				27. If I am annoyed with him, he becomes annoyed with me.
				28. He pretends that he likes me or understands me more than he really does.
				29. He cares about me.

++	+	-	--	
				30. His own attitudes toward some of the things I say, or do, stop him from really understanding me.
				31. Whether I am expressing "good" feelings or "bad" ones seems to make no difference to the way he feels toward me.
				32. He does not avoid anything that is important for our relationship.
				33. He feels that I am dull and uninteresting.
				34. He ignores some of my feelings.
				35. Sometimes he is warmly responsive to me, at other times cold or disapproving.
				36. I feel that I can trust him to be honest with me.
				37. He is interested in me.
				38. He appreciates exactly what my experiences feel like to me.
				39. Depending on his mood, he sometimes responds to me with quite a lot more warmth and interest than he does at other times.

++	+	-	--	
				40. He is secure and comfortable in our relationship.
				41. He just tolerates me.
				42. He tells me what my actions and feelings mean.
				43. His liking or disliking of me is not affected by anything that I tell him about myself.
				44. He is acting a part with me.
				45. He does not really care what happens to me.
				46. He does not realize how strongly I feel about some of the things we discuss
				47. His general feeling toward me varies considerably.
				48. There are times when I feel that his outward response to me is quite different from the way he feels underneath.
				49. I feel that he really values me.
				50. He responds to me mechanically.

++	+	-	--	
				51. Whether I like or dislike myself makes no difference to the way he feels about me.
				52. I don't think that he is being honest with himself about the way he feels about me.
				53. He dislikes me.
				54. He applies his own point of view to me.
				55. Sometimes he responds quite positively to me, and at other times he seems indifferent.
				56. I feel that he is being genuine with me.
				57. He is impatient with me.
				58. He generally senses or realizes how I am feeling.
				59. He likes me better when I behave in some ways than he does when I behave in other ways.
				60. Sometimes he is not at all comfortable, but we go on, outwardly ignoring it.
				61. He feels deep affection for me.

++	+	-	--	
				62. He usually understands all of what I say to him.
				63. Whether I feel fine or feel awful makes no difference to the warmth or coldness of his response to me.
				64. He does not try to mislead me about his own thoughts or feelings.
				65. He regards me as a disagreeable person.
				66. He can be deeply and fully aware of my most painful feelings without being distressed or burdened by them himself.
				67. I can be very critical of him or very appreciative of him without it changing his feeling toward me.
				68. What he says gives a false impression on his total reaction to me.
				69. At times he feels contempt for me.
				70. When I do not say what I mean at all clearly he still understands me.

++	+	-	--	
				71. His general feeling toward me (for example, of liking, respect, distrust or anger) reflects the way that I am feeling toward him.
				72. He tries to avoid telling me anything that might upset me.

73. How important to you is the relationship with this person, at present, compared with your other personal relationships? (Check one)

___ a. It means more to me than my relationship with anyone else.
___ b. It is just as important to me as any other relationship I have.
___ c. There are some other relationships that are more important to me.
___ d. Compared with other relationships I have, it is not important to me.

74. In general, how satisfied do you feel with the relationship that you now have with this person? (Check one)

___ I feel completely satisfied with it.
___ I am satisfied.
___ I am fairly satisfied.
___ I am about half satisfied, half dissatisfied.
___ I am rather dissatisfied.
___ I am quite dissatisfied.
___ I am extremely dissatisfied.

Please write in your completions for the following phrases.

75. The thing I especially liked about the counselor was

76. If I had known what the counseling was going to be like, I would have

77. My biggest problem in the counseling was

78. The biggest waste of time was

79. The counseling seemed very

80. During the counseling the most important thing

81. The thing I especially disliked about the counselor was

82. To improve his counseling, the counselor should[1]

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[1] Rogers, C.R., sponsor: Mathieu, Philippa, and Moursund, Janet P. "Relationship of Group Counseling to Subsequent Academic Performance at the College Level." Cooperative Research Project No. OE 1417, Wisconsin Psychiatric Institute, University of Wisconsin, Madison, Wisconsin, 1962.

APPENDIX E

RECALL INTERVIEWER CRITERIA

FUNCTIONS OF THE INTERROGATOR

These are not necessarily the functions we attempted to standardize in Fall Term, but those which seem to have evolved through necessity and experience.

Interrogatory function. The interrogator helps to stimulate recall by eliciting comments, evoking associations, or more direct questioning.

Expository function. This complements the interrogatory function. The questions asked of the client indicate what the interrogator considers to be a fault of the counselor even if the client is unable to say so. The interrogator may also comment upon technical aspects to the client but for the edification of the counselor. This role of commentator is important with a client who is not very verbal or very insightful.

Didactic function. A considerable amount of time is spent in the initial phases of the interrogation in training the client to observe, improve and communicate his interpersonal perceptions. This is done by teaching the client some of the principles of interpersonal behavior, by demonstrating, by quoting examples.

Motivational function. The interrogator provides a social stimulus for the client. He attempts to involve the client by his interest and attention, by treating him as a collaborator in important research, by reinforcing good responses, by providing him with coffee, and so on.

Regulatory function. The interrogator uses his knowledge of the counselor to control the amount of insight or the number of critical comments which he can integrate in one IPR "treatment." The interrogator may have to tone down the comments of a hostile client, or even restrain his own flair for criticism.

Nurturant function. The interrogator may need to provide the client with the support and personal concern which he expects from a counselor. He must also provide sufficient positive approval of the counselor to make the interrogation tape as palatable as possible.

Function as a model. With counselorsin training it is likely that the interrogator will out-counsel the counselor. This seems to have value in providing a model of how to relate, and in disclosing or clarifying the client's problem. The interrogator can also indulge in a game of cat-and-mouse with the client leading them on far enough to disclose their dynamics for the counselor's benefit in supervision, but stopping short of interpretation to the client.

APPENDIX F

NONPROFESSIONAL JUDGES ANALYSES OF VARIANCE FOR 33 ITEMS CPES GLOBAL RATINGS

Analysis of Variance of Thirty-Three Items for the First Four Minutes by Two Secretaries

Source of Variation	Sum of Squares	d.f.	Mean Square	F	Ho
Between Treatments	13	2	6.5	.0697	Accepted
Within Treatments	4752	51	93.1764		
TOTAL	4765	53			

Analysis of Variance of Thirty-Three Items for the Minutes Nine Through 13 by Two Secretaries

Source of Variation	Sum of Squares	d.f.	Mean Square	F	Ho
Between Treatments	20	2	10	.1891	Accepted
Within Treatments	2696.5	51	52.8725		
TOTAL	2716.5	53			

Analysis of Variance of Global Rating for the First Four Minutes by Two Secretaries

Source of Variation	Sum of Squares	d.f.	Mean Square	F	Ho
Between Treatments	.1203	2	.0601	.0425	Accepted
Within Treatments	71.9585	51	1.4109		
TOTAL	72.0788	53			

Analysis of Variance Global Rating for the Minutes Nine through 13 by Two Secretaries

Source of Variation	Sum of Squares	d.f.	Mean Square	F	Ho
Between Treatments	4.1	2	2.0	2.5	Accepted
Within Treatments	43.2	51	.8		
TOTAL	47.3	53			

APPENDIX G

ITEM ANALYSIS OF THE THIRTY-THREE ITEMS OF THE COUNSELING PROCESS EFFECTIVENESS SCALE

Item Analysis of the Thirty-Three Items of the Counseling Process Effectiveness Scale

	TOP FIVE			BOTTOM FIVE		
ITEMS	Segment I	Segment II	Segment III	Segment I	Segment II	Segment III
1. The counselor is a co-worker with the client.	V 64	31	33	23	13	10
	A 70	33	37	29	10	19
	C 68	29	39	29	17	12
2. The counselor and client interact well with each other.	58	23	35	31	12	19
	69	30	39	29	8	21
	55	24	31	28	16	12
3. The counselor appears to be playing a role.	74	37	37	28	12	16
	76	35	41	28	6	22
	75	34	41	35	21	14
4. The counselor's bodily and/or facial expressions convey the feeling that he is frightened or anxious.	76	37	39	58	27	31
	78	39	39	56	26	30
	75	36	39	69	33	36
5. The counselor is too concerned with himself to become really involved with the client.	59	30	29	36	17	19
	61	28	33	35	12	23
	57	26	31	36	17	19
6. The counselor gives the impression that he is not at ease.	58	28	30	44	20	24
	63	31	32	44	20	24
	53	23	30	52	26	26
7. The counselor permits the client to engage in idle chit-chat.	65	28	37	44	21	23
	80	39	41	39	17	22
	64	23	41	44	23	21
8. The counselor's remarks make things clearer for the client.	63	28	35	34	14	20
	74	34	40	33	14	19
	63	26	37	36	18	18

	TOP FIVE			BOTTOM FIVE		
ITEMS	Segment I	Segment II	Segment III	Segment I	Segment II	Segment III
9. The counselor encourages the client to minimize his reaction to a given situation.	52	28	24	44	22	22
	60	27	33	42	20	22
	58	30	28	42	21	21
10. The counselor misses cues of what is important to the client.	57	29	28	21	13	8
	60	25	35	26	11	15
	56	24	32	28	20	8
11. The counselor inappropriately moves into sensitive topics unaware of the cient's reluctance to go along.	53	27	26	49	26	23
	58	28	30	53	28	25
	57	28	29	47	27	20
12. The counselor reveals certain nervous manifestations.	59	26	33	34	16	18
	65	31	34	35	10	25
	64	29	35	46	25	21
13. The counselor seems to be aware of the client's nonverbal communications.	64	30	34	44	22	22
	80	38	42	40	14	26
	66	33	33	32	16	16
14. The counselor paces the interview inappropriately.	58	28	30	42	18	24
	52	26	26	54	24	30
	52	24	28	50	24	26
15. The counselor seems to make the client defensive.	56	29	27	50	28	22
	59	30	29	52	25	27
	58	30	28	46	27	19
16. The counselor appears to be hostile toward the client.	55	27	28	46	26	20
	59	29	30	53	29	24
	57	28	29	38	21	17
17. The counselor's bodily postures seem too stiff.	70	31	39	30	14	16
	69	39	30	37	12	25
	62	27	35	45	20	25

ITEMS	TOP FIVE			BOTTOM FIVE		
	Segment I	Segment II	Segment III	Segment I	Segment II	Segment III
18. The counselor helps the client to talk freely about his feeling.	67	31	36	37	19	18
	74	34	40	45	18	27
	69	31	38	42	22	20
19. The counselor's tone of voice conveys his ability to share the client's feelings.	71	34	37	30	14	16
	87	35	42	44	14	30
	69	30	39	37	21	16
20. The counselor accepts the client's expressions without disapproval or approval.	50	24	26	40	21	19
	49	23	26	43	20	23
	50	25	25	39	21	18
21. The counselor shifts topics too abruptly.	66	33	33	46	17	29
	79	37	42	52	25	27
	78	37	41	46	23	23
22. The counselor uses language appropriate to the client.	54	29	25	55	28	27
	59	30	29	55	28	27
	55	27	28	52	26	26
23. The counselor tends to lecture.	58	28	30	49	25	24
	59	30	29	55	28	27
	60	30	30	45	26	19
24. The counselor wears a smiling mask of "acceptance" even when a different affect would be more appropriate.	60	30	30	58	30	28
	56	26	30	54	26	28
	60	30	30	57	28	29
25. The counselor's facial expressions are too serious.	53	27	26	44	19	25
	56	28	28	54	26	28
	52	23	29	49	25	24
26. The counselor communicates by posture, words, and affect that he is immersed in the client's communication.	70	35	35	25	12	13
	82	39	43	36	10	26
	74	34	41	32	20	12

ITEMS	TOP FIVE Segment I	TOP FIVE Segment II	TOP FIVE Segment III	BOTTOM FIVE Segment I	BOTTOM FIVE Segment II	BOTTOM FIVE Segment III
27. The counselor behaves as if the interview is a routine, mechanical process.	73 83 83	35 40 38	38 43 45	26 45 32	13 15 16	13 30 16
28. The counselor chooses the more superficial way of handling the client's communication.	65 77 77	32 35 36	33 42 41	24 29 30	17 16 20	7 13 10
29. The counselor encourages the client to dig deeper.	66 76 71	32 34 30	34 42 41	38 38 39	18 15 21	20 23 18
30. If the client suddenly started to cry.	50 65 55	25 30 25	25 35 30	14 17 19	8 6 13	6 11 6
31. If the client becomes seductive with the counselor.	36 42 36	17 18 14	19 24 22	3 12 8	3 3 5	0 9 3
32. If the client refuses to speak.	46 50 46	17 18 15	29 32 31	36 32 33	18 15 18	18 17 15
33. If the client expresses to the counselor that she is concerned about her desire for homosexual activities.	57 62 61	28 30 30	29 32 31	36 32 33	18 15 18	18 17 15

3

APPENDIX H

CLIENTS' RESPONSES TO FOLLOWUP QUESTIONNAIRE

Table 1. Clients' Stated Reasons for Counseling for Each of the Groups

Group	Educational	Vocational	Personal-Social	Volunteer
Video	5	3	5	14
Audio	7	7	2	7
Control	5	9	5	7
Total	17	19	12	28

Table 2. Initial Reaction to Process

Group	Scorable Responses	Extremely Positive No.	%	Positive No.	%	Neutral No.	%	Negative No.	%	Extremely Negative No.	%	No Response No.	%
V	27	5	18	12	44	9	33	1	4	0	0.0	0	0.0
A	23	1	4	12	52	9	39	1	4	0	0.0	0	0.0
C	26	1	4	11	42	11	42	3	11	0	0.0	0	0.0

Table 3. Reactions to Counselor

Group	Scorable Responses	Extremely Positive No.	%	Positive No.	%	Neutral No.	%	Negative No.	%	Extremely Negative No.	%	No Response No.	%
V	27	6	22	10	37	9	33	1	4	0	0.0	1	4
A	23	1	4	8	35	9	39	2	9	0	0.0	3	13
C	26	5	19	11	42	6	23	3	12	1	4	0	0.0

Table 4. Noted Improvement in Areas of Vocational Plans, Educational Plans, and Personal Plans

	Group	Scorable Responses	A great deal of Improvement		Some Improvement		No Improvement		More uncertainty		No Response	
			No.	%	No.	%	No.	%	No.	%	No.	%
Vocational Plans	V	27	3	11	10	37	14	52	0	0.0	0	0.0
	A	23	5	22	9	39	9	39	0	0.0	0	0.0
	C	26	4	15	12	46	9	40	0	0.0	1	4
Educational Plans	V	27	3	11	11	41	13	48	0	0.0	0	0.0
	A	23	2	9	11	48	10	43	0	0.0	0	0.0
	C	26	5	19	11	42	9	35	1	4	0	0.0
Personal Problems	V	27	7	26	11	41	9	33	0	0.0	0	0.0
	A	23	3	13	10	43	8	35	1	4	1	4
	C	26	6	23	7	27	11	42	1	9	1	4

Table 5. Perceived Changes in Academic Achievement, Study Habits, Relationships with Teachers and other Adults, Relationships with Friends and Classmates, Participation in School Sponsored and Out-of-School Group Activities, General Appearance and Tensions and Mannerisms.

	Group	Scorable Responses	More Improvement		Some Improvement		Same as before		Poorer		No Response	
			No.	%	No.	%	No.	%	No.	%	No.	%
Academic Achievement	V	27	1	4	8	30	17	63	1	3	0	0
	A	23	1	4	5	22	16	70	0	0	1	4
	C	26	2	8	3	12	21	81	0	0	0	0
Study Habits	V	27	2	7	9	33	16	59	0	0	0	0
	A	23	1	4	8	35	13	56	1	4	0	0
	C	26	1	4	4	15	21	81	0	0	0	0
Relationships with teachers and other adults	V	27	4	15	3	11	19	76	1	4	0	0
	A	23	3	13	3	13	16	68	0	0	1	4
	C	26	5	19	8	31	13	50	0	0	0	0
Relationships with friends and classmates	V	27	8	29	4	20	14	52	1	4	0	0
	A	23	3	13	3	13	14	61	0	0	3	13
	C	26	3	12	5	19	18	69	0	0	0	0
Participation in school sponsored or out-of-school group activities	V	27	5	18	2	7	19	70	1	3	0	0
	A	23	0	0	2	9	19	83	0	0	2	9
	C	26	2	8	1	4	23	88	0	0	0	0

Table 5. Continued

	Group	Scorable Responses	More Improvement No.	%	Some Improvement No.	%	Same as before No.	%	Poorer No.	%	No Response No.	%
General Appearance	V	27	1	4	8	30	18	67	0	0	0	0
	A	23	2	9	3	13	16	70	0	0	2	9
	C	26	3	12	2	8	21	81	0	0	0	0

	Group	Scorable Responses	Good Improvement No.	%	Some Improvement No.	%	Same as before No.	%	Poorer No.	%	None to begin with No.	%	No Response No.	%
Change in tension or mannerisms	V	27	3	11	6	22	7	26	2	7	6	22	3	11
	A	23	1	4	6	26	10	43	1	4	2	9	3	13
	C	26	4	15	3	12	12	46	1	4	5	19	1	4

Table 6. Reaction to Interrogator

Group	Scorable Responses	Extremely Positive No.	%	Positive No.	%	Neutral No.	%	Negative No.	%	Extremely Negative No.	%	No Response No.	%
V	27	11	41	10	37	4	15	2	7	0	0	0	0
A	23	3	13	10	43	7	30	2	9	0	0	1	4

Table 7. Interrogator's Influence on Understanding of Initial Counseling

Group	Scorable Responses	Yes		No		Undecided		No Response	
		No.	%	No.	%	No.	%	No.	%
V	27	14	52	4	15	6	22	3	11
A	23	14	61	2	9	4	17	3	13

Table 8. Gain in Additional Insight in Areas Considered as a Result of Interrogation

Group	Scorable Responses	Yes		No		Undecided		No Response	
		No.	%	No.	%	No.	%	No.	%
V	27	16	59	7	26	4	15	0	0
A	23	9	39	8	35	5	22	1	4

Table 9. Comparison of Interrogation to Initial Counseling

Group	Scorable Responses	Much more Productive		Slightly more Productive		About the same		Slightly less Productive		Much less Productive		No Response	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
V	27	9	33	4	15	7	26	1	4	0	0	6	22
A	23	10	43	1	4	6	26	1	4	1	4	4	17

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STRUCTURING NONVERBAL BEHAVIOR TO FACILITATE INTERPRETATION

Section III of

I P R -- INTERPERSONAL PROCESS RECALL:
Stimulated Recall by Videotape in
Exploratory Studies of Counseling
and Teaching-Learning

Norman Kagan
David R. Krathwohl
William W. Farquhar

with the assistance of

Sarah Hervey
G. Robert Ward
Barbara Fuller
John Hartzell
Robert Woody

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CHAPTER 1

INTRODUCTION

Of the many areas in which we are using the IPR process, the interpretation and understanding of nonverbal behavior is one which seems most penetrable by this technique. As is emphasized in the section of this report dealing with facilitation of counseling, the interpretation of particular actions by a client may be especially helpful to the counselor in better understanding that client. Actions may lend special emphasis to what the client is saying if correctly interpreted, or may contradict the verbal behavior. IPR, through recording this behavior as others see it and then obtaining the indvidual's own interpretation of his behavior, seems a highly useful technique. Who knows better than the client himself what an action at a given point means? Here are some illustrations from client IPR recall transcripts.

> I look awfully composed then as though I'm a real disciplined person... Yet inside I'm just really quite upset; I'm struggling.

> ...I noticed that this smile is at the very moment when it hurts the most.

> I'm telling him with my hands that I don't have anything to talk about.

In each of these situations, accurate interpretation of the nonverbal behavior would have given the counselor important additional information on which to base his actions. Even where clients cannot interpret their actions directly, their interpretations of feelings provide some evidence for the meaning of their behavior.

The potential of the technique for throwing light on the interpretation of nonverbal behavior can be sensed in these examples. Indeed, the need for further knowledge in analyzing and interpreting nonverbal behavior was one of the initial motivations of this study. The critical role of nonverbal behavior in communication necessitates the interpretation of its meaning. Any person who must deal with people repeatedly faces situations which require accurate understanding of both verbal and nonverbal communication. Of particular interest to educators is the situation faced in training the teacher and the counselor; both could benefit markedly from training which would increase the ability to interpret behavior. But there is a chasm between our present ability to understand nonverbal behavior and the knowledge necessary for training that understanding. We must learn something about the extent to which gestures have common or unique meanings, when gestures have one or another meaning, with what persons and under what circumstances nonverbal behavior follows the common idiom, and where it is individualized. Essentially we need to know where we can generalize interpretation of nonverbal behavior and where generalization is unwarranted.

As a first step in this direction, study of IPR counseling protocols resulted in a typology of nonverbal behavior. The typology may at least permit us to categorize such behavior meaningfully in order to see what commonalities exist. The remainder of this chapter describes previous work in this field so the reader may see how the typology relates to it. Our procedure and the typology follow with examples and implications.

In concluding we make some observations of our increased sensitivity to nonverbal behavior resulting from studying it closely, and suggest some areas for further research with IPR.

Theory and Selected Literature[1]

Nonverbal communication seems in the past to have been regarded more as an interesting phenomenon than as a mode of interaction suitable for analysis. In the general theory of communication it has generally been regarded as a "poor brother" and only recently has received the attention due such an important component of human interaction. This attention has thus far, however, been on the strictly theoretical level, and the relationship of nonverbal behavior to other behavioral elements in the communication process has not been widely explored. One notable exception to this trend has been the work of Ruesch and Kees (1956) in the theory of communicative behavior. They assigned the nonverbal behavior with which the IPR project is concerned to the category of "action language" (in contrast to sign or object language) because of the ways in which actions convey nonverbally that which is less easily conveyed verbally. The theory developed by Ruesch and Kees provided the first workable conceptual framework for nonverbal behavior, a significant theoretical contribution as well as a practical tool in the analysis of nonverbal behavior. Several other researchers have defined and worked with theories of nonverbal communication, (Knapp, 1963; Ekman, 1957).

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[1] A more complete review of the literature appears in Appendix A.

Particular attention has been given to nonverbal behavior by practicing psychiatrists and analysts. For the most part, however, their published work only calls attention to the fact that nonverbal behavior of clients is significant and should be observed carefully as a source of information and insight (Ruesch, 1954; Barbara, 1956; Ruesch and Prestwood, 1949; Duetsch, 1952; Needles, 1959; Sainsbury, 1955, and Bateson, 1956). Feldman (1959), a psychiatrist, organized a comprehensive listing of speech and bodily mannerisms and their "meaning."

Research in nonverbal communication has been carried on in several modes for decades. Some modes appear less closely related to reality than others. Thus research with still photographs though indicative of some of the cues is, because of the absence of motion and information on the sequence of behaviors, necessarily limited in the dimensions it can uncover. Gesture has also been studied informally in such diverse areas as drama, social anthropology, speech, and educational administration, but again in these studies little has been done to systematize nonverbal behavior.

The more recent research in nonverbal communication has focused upon the interview as a context in which to observe behavior (Sainsbury, 1955; Dittman, 1963; Mahl, Danet, and Norton, 1959; Krout, 1954; Nielsen, 1963). These authors have, with varying emphases, studied the relationship between emotional stress and nonverbal behavior and have in some cases attempted to systematize the behavior observed. Krout, in particular, used the interview situation in experimental attempts to produce unconscious manual symbolic gestures. Specific gestures were found to be associated with definable verbal meanings as drawn from the subjects' expressed attitudes. While the study was not conceived primarily to define the meaning of gestures, it contributed significantly to the possibilities for interpreting individual behavior in interview situations, and so could form the basis for a framework of nonverbal behavior.

In a recent study, supported by NDEA Title VII, the classroom was used as the context for studying nonverbal behavior. Maccoby and others used sound film recordings to study the nonverbal behavior of students in classroom situations and to improve teachers' judgments of students' comprehension. This study first established that while nonverbal cues do not contribute to accuracy of judgment above chance expectancy, verbal cues do contribute significantly. The study next used training with film clips to attempt to improve judgment accuracy; as a result, accuracy was increased seven percent. Maccoby concluded: "There is significant evidence that accuracy in judging student comprehension on the basis of nonverbal cues can be improved. Further, there is no evidence that teachers judge their own students more accurately than they judge others' students, supporting the assumption that visual cues of comprehension are common across students." (1963, p. 74)

Another approach to the analysis of nonverbal interview behavior is that of Birdwhistell (1959, 1963). In viewing body motion as a socially patterned system of behavior having communicational potential, he developed a system for categorizing body motions. He assumed that although basic motions are unique to the individual, those of many people can be combined into groups of similar motions having the same message, in parallel with the linguistic system of combining individual phonetic sounds into more general phoneme classes and higher classes of morphemes with definite communicational content. Birdwhistell was not concerned with determining the "meaning" of specific body motion, but rather emphasized the need for an accurate microscopic system of codifying behavior for purposes of clinical, anthropological, or other studies of man.

From the many studies of the interview situation, several schemata of nonverbal behavior and its interpretation have been derived. In the course of his study of verbal-nonverbal congruence, Ekman (1964) developed an outline of the relationship between verbal and nonverbal behavior which, in effect, summarized the function of nonverbal behavior in communication. Nonverbal behavior, in Ekman's schema, serves five potential functions:

1. Emphasizing or accenting the content of a verbal message.
2. Amplifying part of the content of a verbal message.
3. Explaining a verbal silence.
4. Providing information related to the content of the verbal message.
5. Adding new information not in the content of the verbal message, by:
    a. substituting for verbalization,
    b. contradicting the verbal message, or
    c. providing a context to aid in the interpretation of the verbal message.

These functions of nonverbal behavior, in relationship to or contrasting with the verbal message, provide additional interpretation of the individual's dynamics.

In an earlier attempt to schematize body movement and postural adjustment, Bronfenbrenner and Newcomb (1948) devised a framework within which such behavior might be studied as a vehicle of emotional and dispositional expression. The five formal dimensions of bodily movement in clinical situations were defined as:

1. Quality of motion--relaxed, jerky, abortive, controlled, or immobilized
2. Front of body contour--closed or open
3. Locus of activity--peripheral, medial, central, or integrated
4. Direction or plans of movement--vertical, transverse, or lateral
5. Body area of activity--head, face, mouth, eyes, hands, trunk area, shoulder and back, and legs.

It is evident that the great majority of the relevant work in nonverbal communication has emphasized either the theoretical aspects of communication or a descriptive analysis of behavior. In neither case has the basic content of nonverbal behavior been systematically related to the actual feelings, thoughts, or other inner processes deriving from the situation in which behavior occurs. The IPR study of nonverbal behavior attempted an analysis that would take into account these variables, with emphasis upon defining those elements of the interaction which determine or motivate nonverbal behavior.

The Focus of This Investigation

It was assumed in this study that the occurrence of nonverbal behavior is not random. Thus the major point of view in the study is that nonverbal behavior is related to something within the interaction situation--some contributing elements of the totality of the counseling interview. This study is concerned primarily with isolating and defining these elements.

Nonverbal behavior in this study was limited to gestural behavior with particular emphasis upon arm-hand movement, and postural movement as limited to the client's position in a chair. It did not include lower leg or foot movement since our videotape pictures of the clients were from the knee level up, and facial expression and eye movement were eliminated from the study not only because much prior research has been done in this area (see Haggard, for example) but also because of the extreme complexity of this single aspect of communication. Vocal expression such as laughter or tone of voice was also not included in this study although it too can be considered a form of nonverbal behavior. Thus the emphasis was upon gross movement, movement readily discernable by the observer without benefit of slow motion or repeated, extensive viewing.

Nonverbal behavior can be observed in almost any magnitude from gross behavior description (e.g. Feldman) to microanalysis (e.g. Birdwhistell). This study concentrated on fairly gross movement. No specific definition of relevant movement was made, other than that the movement (1) was observable and noticeable on first viewing of the videotaped interview, and (2) was not a head or facial mannerism of speech, as, for example, an habitual nod after each sentence. A second delimitation of the study was the restriction of subjects studied to (a) those who moved significantly enough in the interview to suggest that motion was related to discernable elements of the interview in some way (some clients appear not to move at all), (b) those whose interviews were meaningful in that considerable and varied communication occurred, and (c) those whose recall sessions were most fruitful. A third delimitation concerned the sample from which nonverbal behavior examples were drawn; because of the counselor-training portion of the IPR research activity, first interview encounters between client and counselor were the prevalent interview type. Only a few of the interviews used involved long-term relationships.

This study was thus an attempt to relate nonverbal behavior to elements of interpersonal interactions. This primary objective was supplemented by a secondary interest, the exploration of possibilities for interpreting nonverbal behavior.

CHAPTER 2

THE SELECTION AND STUDY OF PROTOCOLS LEADING TO THE TYPOLOGY

The study of client nonverbal behavior was clinically, rather than experimentally, oriented. First, the repertoire of nonverbal behavior among clients and then their common behaviors were established by observing numerous clients in interview situations. Last, the typology was validated by comparing the meaning of nonverbal behavior as implied by the typology with the "meaning" of the behavior as revealed in recall interviews.

Sample

At Michigan State University, master's candidates in counseling take a one-term "practicum" toward the end of their course work. They have ten interviews with high school clients referred by the counselors in area high schools and transported to MSU for the counseling sessions. During the IPR project, all the counselors enrolled in practicum held three of their ten interviews in the IPR room and one-third of the group was videotaped (See Section II, The Effect of IPR in Supervising Counseling). This arrangement yielded fifty-four half-hour videotapes of counseling interviews and recall data for each interview. In addition several case study interviews, conducted through the year, brought the total group of videotapes for Stage 1 of the study to about sixty. The preliminary observations used these sixty videotapes; the group was then cut to the thirteen most useful tapes according to the delimitation criteria established. These tapes of thirteen clients in counseling sessions provided the interview and recall data for Stage 2 of the study.

Instrumentation and Analytic Procedure

Stage 1 called for the observation of client nonverbal behavior in the interviews. Typed protocols of the interviews were available, and notes describing gestural and postural behavior were made to accompany the verbatim protocol.

Stage 2 involved using the observations of nonverbal behavior and related interview content made in Stage 1 to hypothesize the most important elements of nonverbal behavior, and to systematize the relationships among these elements. This inferential process resulted in a typology or schema of nonverbal behaviors as functions of the elements hypothesized.

Stage 3 involved examination of interview and recall session protocols for validation of the typology. The behaviors observed were classified as examples of the typology categories, and evidence for the meaning of each category was secured. Evidence obtained from the clients' direct comments on the meaning of the behavior (as they observed themselves in the context of the interview) was designated as "direct" evidence, while "indirect" evidence was defined as that drawn from comments on feeling states, or ideas associated with points in the interview where specific nonverbal behavior occurred. Through evidence of these two types, examples of the hypothesized behavior categories were located and studied.

CHAPTER 3

A TYPOLOGY OF NONVERBAL BEHAVIOR

The nonverbal behavior study as an hypothesis-generating inquiry yielded a typology of nonverbal behavior built upon three basic elements in the counseling interview situation (see Figure 1); the typology may be regarded as a framework of nonverbal behavior. The typology was developed inferentially from observation of clients in interviews, and was validated by comparing actual behavior as categorized in the typology with evidence from the recall sessions.

In an IPR study of nonverbal behavior ideally the recall sessions would be focused upon the occurrence of gestures and postural activity in conjunction with the meaning of the interview. In the interviews which this study used as basic data, however, the primary focus was upon the client's feelings as he participated in the counseling session, with a view to using the recall session tapes for subsequent counselor training. As a result, interpretation of nonverbal behavior was only of peripheral interest. Recall interviewers often used client nonverbal behavior, either on the videotape being observed or in their recall session relationship, as a clue to important feelings or ideas at critical points in the counseling interview. Thus the recall interviews often produced information about the client's feelings or ideas concurrent with the gestural or postural behavior which had originally alerted the recall interviewer; far less prevalent was direct attention to the behavior *per se*.

While the recall interviewers were thus alerted to the importance of nonverbal behavior, they had no concept of the structure of nonverbal behavior as later developed in this study, and so could not provide interpretations of the behavior beyond noting its importance or relevance. Hence the typology was formulated from a wide array of indirect evidence and the data were not complete enough to provide validation of all behavior categories. The results did lead to a general confirmation of the entire typology, however.

Figure I

Nonverbal behaviors of clients in counseling interviews

DEGREE OF AWARENESS OF BEHAVIOR

SOURCE OF THE BEHAVIOR	Unaware	Potentially Aware	Aware
CONTENT	I. Emphasis. Gestures of shortest duration accompanying particular items of verbal content; function is emphasis.	II. Facilitation. Gestures of brief duration accompanying verbal content, serving the function of facilitating clear communication.	III. Portrayal. Gestures intended to portray or give example of the topic of verbal content; duration directly related to content.
AFFECT	VI. Revelation - unaware (unconscious) Unconsciously motivated body motion related to feelings.	V. Revelation - aware (conscious) Unconsciously motivated gestures revealing some degree of tension; client is aware of body motion but neither intends nor suppresses it.	IV. Affect demonstration (conscious) Intentional demonstration of feeling on client's part.

The first element represented in the typology is the source of nonverbal behavior in the interview. Nonverbal behavior was observed as being directly related either to the verbal content of the interview or to the affective experience of the client in the interview. While these two interview components occur simultaneously, nonverbal behaviors generally relate only to one or the other and seldom to both at once. However, two behaviors (such as nervous leg motion and a descriptive hand gesture) may occur simultaneously, each applying to only one of these two interview components. "Content" of the interview refers to the topic of conversation at the moment; "affect" in the interview, on the other hand, refers to the feelings experienced by the client regarding any number of things--himself, the counselor, the situation, or the topic or potential topics.

The second element of nonverbal behavior found in this inquiry was that of awareness, variation in behavior with the degree to which the individual (here the client) was aware of his actions. Three distinctions arose here: awareness, potential awareness, and lack of awareness. Awareness implies that the client not only knows of his behavior but fully intends it to occur. Potential awareness implies that the client could indicate knowledge of his action were his attention drawn to it, but since he is involved with other aspects of the interview situation, he is not directly aware of his action. He thus neither overtly intends nor overtly suppresses the action. Lack of awareness occurs where the client is entirely unaware of his behavior; if his attention is drawn to it, he indicates that he was oblivious to the action at the time.

The third element in the typology, represented by the increasing six category numbers (I to VI), is that of duration--the time element in the behaviors. The nonverbal behaviors in the typology were found to have arranged themselves in regular fashion according to the extent of each behavior type in terms of time, from a quick motion occupying a fraction of a second (I) to a motion which may continue for ten or fifteen minutes almost uninterrupted, or which may recur regularly or continually through the interview (VI).

The framework of nonverbal behavior represented in this typology suggested another extension of the time factor in nonverbal behavior. Often a behavior seems to have no direct meaning in relation to any one element in the interview. The data of this study suggested that while an overt gesture may be only momentary, it may be the result of a tension state of a more continuous nature. The tension state often is clearly related to a part of the interview preceding the point at which behavior occurred, or to a development in the interview which the client is anticipating.

The interaction of the two first elements, source and awareness, produces six distinct and definable categories of nonverbal behavior. The third element, duration, results from the arrangement of the six categories. Each category has been named in accordance with the major function of behavior in that category; an implication of this naming procedure is that every nonverbal behavior has meaning.

I: Emphasis

Gestures used for emphasis are brief and forceful, accompanying particular verbal material. They are closely related to the particular content, both in time and in forcefulness. These gestures involve the hands and arms primarily; head and leg movements of emphasis are less frequent, and postural movement for emphasis seldom occurs. The most frequent example of emphatic gesture is the hand- or fist-pounding often used in conversation. In the counseling situation, the client may emphasize a point by tapping or pounding the chair arm or perhaps his knee. The client is generally unaware of his use of these emphatic gestures; they are associated usually with specific points of the topic and are often so brief the individual, intent upon his topic, is unaware of them.

II: Facilitation

In expressing oneself, the need often arises to be clearer, more facile in conveying ideas. Gestures are often used to "assist" in increasing clarity. These gestures usually involve the hand and arm, most typically in a quick upward and outward motion as if to release words from within and speed them to their purpose. This facilitative motion was observed often in clients, especially in the expression of abstract ideas. The individual, somewhat at a loss for words, or feeling that his expression is inadequate, seems to use this motion accompanying his words as if the motion itself will aid in communication. In the IPR recall session, one client, when asked on recall about the upward-outward facilitative gesture she had used frequently, said "I use it a lot...I think I'm really trying to get myself out...: it looks as though I want to get it (out), I want to tell you how I feel but I can't, and my hand is doing it." The client generally is unaware of his use of facilitative gesture unless it is called to his attention; he does not plan specifically to use the gesture but when it occurs he does not suppress it either. The gesture is accepted in our culture as an acceptable and useful means for additionally effective communication.

III: Portrayal

The speaker often wishes to demonstrate what he means and can only portray it by means of gesture. These gestures give an example, a picture, of the topic being communicated. The picture is portrayed for as long a time span as is necessary for completeness, or else accompanies the topic for its entire duration. Examples of this gesture type are common in ordinary conversation: the gestures accompanying "five miles straight ahead, then turn left, then take the second right," the listing of items on the fingers, the "she's about this tall" gesture all are examples of portrayal in everyday conversation. Clients use this type of gesture in illustrating their ideas as well as more concrete topics. A girl, while speaking of her conflict with her mother, demonstrates the concept by crossing and recrossing her arms before her, portraying with her arms the two individuals conflicting with each other; the same girl illustrates her "BIG" dream with arms thrown wide open to illustrate the bigness. Another client, discussing a teacher who likes things to be "set," accompanies the work with a clenched first striking the chair arm. Portrayal and emphasis are the most direct forms of nonverbal communication in our culture; they are most commonly understood and most frequently used. Portrayal is, however, generally a conscious gesture; it arises and is used specifically as an addition to verbal communication.

IV: Affect Demonstration

The client who wishes deliberately to demonstrate feelings uses the nonverbal behaviors falling into this category. Two reasons for such demonstration were observed. The client may wish to "put on an act," to deceive the counselor regarding feelings or concerns and so for instance may cover sadness by wearing a bright facial expression or may try to appear somber and serious when he does not in reality feel that way. This latter situation was characteristic of some high school clients who felt that they had to "get around to something serious" or at least act the role of a "good" client because they were in a counseling interview. The second possible reason for deliberately demonstrating feelings is the client's intense desire for the counselor to know and understand his feelings in the counseling situation. A teenage girl demonstrates her feelings about a brother's girlfriend by assuming a facial expression and posture of dismay and disgust to accompany her comments. Another teenager interprets her behavior on recall by saying "I'm telling him with my hands that I don't have anything to talk about," and in another situation emphasizes her annoyance with herself by posing in a postural attitude of feigned self disgust. Later in the interview the same girl comments on behavior by recalling "I'm waiting for him to say something to me," explaining why she shifted in her chair to lean to one side expectantly. Other reasons for consciously demonstrating emotion may be possible; frequently such behavior is "faked" for a specific purpose. The major characteristic of such nonverbal behavior is that it is intentional and so is fully in the awareness of the client.

V: Revelation-aware

Gestures in this category are those of which the client is aware, but he attributes the activity to habit and seldom recognizes its basis in tension. Thus he is aware of his activity but unware of its motivation. Behaviors such as leg-swinging, ring-twisting, or key-jangling are among the common tension-associated habitual behaviors adopted as "pacifiers" by many adults. Many such habitual nervous gestures were observed in a majority of the interviews studied, but almost without exception the behavior was explained as "just a habit...I don't know why I do it."

VI: Revelation-unaware

Tension-motivated behavior of which the client is totally unaware is the most frequent critical nonverbal behavior in counseling situations. The tension present in these sessions motivates the nonverbal behavior; the nature of the session is generally such that the client is concerned more with verbalized content of the session than with his own overt behavior. These unconsciously motivated gestures or postures have a wide variety of potential sources--the feelings or tensions clients reveal may be directed toward themselves, or the topic (past, current, or potential), or the counselor, or the situation in which the client finds himself. In addition such gestures may be continuous for an extended period of time, or may recur frequently with repeated feelings of anxiety or tension.

Only the more mature, perceptive client is able to interpret behavior of this type on recall, even with the assistance of the more skilled recall interviewer. More often, the client does not call attention to the behavior at all, but reveals the presence of anxieties or tensions occurring simultaneously with particular noticeable nonverbal behaviors; if the behaviors and the incidence of anxiety are closely related, it can be inferred that the anxiety promoted the overt behavior. Thus both direct and indirect evidence demonstrate the validity and perseverance of this category of nonverbal behavior.

The interpretations offered by one of the apparently more mature clients were most useful for direct interpretation. A woman about 35 years old, her academic background included a master's program in counseling. She was able to give quite perceptive interpretation of her nonverbal behavior.

> I feel I'm running away from something there.....I was moving, but I noticed the fingers just started going faster and I turned my head and I also turned from him ....I've turned my knees away. (This regarding an almost imperceptible movement.)
>
> Now there's a word--I pick up the fact that he said 'driving you into seeking help.' As if there's something wrong in seeking help. (Questioned: You didn't like that statement?) No. I noticed I turned away too.
>
> I'm not conscious of being annoyed.--Yes, I am.--And yet I move towards him but there's a mixture. I'm squirming, which is irritation. (Most noticeable here was some arm and hand movement.) And yet I've switched and I'm turning towards him so I'm accepting, ambivalent, very ambivalent.
>
> And I seem to see a little wince in my shoulders or something here as I look at it. There's something there that hurts. (No noticeable motion or posture shift.)
>
> (Questioned: What does that hand mean? as demonstrating a concept and later rubbing back of wrists and arms on chair arms) I think I'm really trying to get myself out. 'Cause it looks as though I want to get it; I want to tell you how I feel but I can't, and my hand is doing it. ...I'm bracing myself....My hands tell a lot here and I don't know what it all means...
>
> (After establishing that she runs from the conversation by going into details.) Now here I go into details....Now I'm in details again. And this hand goes with the details again.
>
> I have the feeling there he's leaving me...I'm stroking my hair; I'm just sunk. It's over my head; I can't do any more.
>
> All right, now I'm in it. I lean towards him....I can feel it in the shift in my body and my hands, and I'm really, I'm all alive here now.

In her next interview comments on her nonverbal behavior revealed a different set of moods.

> I look awfully composed there as though I'm a real disciplined person....And I'm struggling with it; I'm smiling when I don't feel like smiling and--I don't know. This is the first time I thought about this as I look at it, a very composed person and yet inside I'm just really quite upset, I'm struggling.

> (When asked her reactions she describes her feelings about the motions she had displayed) The first thing is 'for goodness sakes be honest; now you're hurting but you don't look it' ....Maybe I don't know how to say 'yes it hurts, let it be, it hurts.' It's kind of puzzling watching...I think there's more there..

These interpretations illustrate the importance of nonverbal communications and revelations to the client. While the nonverbal movements are often nearly imperceptible on videotape for the observer, the client not only notices but interprets them as clearly as if they were far more obvious--they are for her an integral part of the communication. The counselor who worked with this woman indicated that he too was aware of the communicational aspects of her behavior and while he did not interpret them specifically as she did, he had been cognizant of them and had some awareness of their meaning. It seems that involvement in the interaction increases sensitization to subtle nonverbal communications both in the interaction and on recall.

Younger and less perceptive clients did not interpret nonverbal behavior directly, but did provide information about their feelings which can be related to nonverbal behavior if the association is clear. Again one client may be used as an illustration of the insight gained and evidence of nonverbal behavior implied by this type of client. The counselor in this interview was inexperienced and in his attempt to follow conversational leads often embarrassed the girl and led her to more guilty and confused feelings in addition to making her "feel like a dope." At other times during the session, the topic of conversation reminded her of other feelings or ideas about which she was very anxious. Often through the interview she twisted her handkerchief or the handle or her purse, or pulled at her sweater. Several topics in the interview produced these complex feelings and almost exactly parallel consequent nonverbal behavior.

Interview content	Recall comments
Explaining that she had enjoyed doing people's hair and is interested in beautician work. She often fixes her young sister's hair since her mother works and hasn't time. (She starts moving hands and twisting the handle of her purse.)	I think it's mainly--I was thinking about my mother working; if she was home she could do my sister's hair...I regretted--I would never work if I had a family 'cause I've always resented my mother's working..."

Talking about vocations, she mentions teaching; counselor asks whether she has looked into the career very thoroughly. (She is twisting the handkerchief she holds in both hands in her lap.)	"I think at that point too when he started asking me about teaching...he's asking me about teaching again and I really don't know why I quit [searching for information]--I just changed my mind--I didn't want to go into it--I was just unsure of myself again--I didn't know how to answer it again ....I hadn't checked into it; really I did know at one time, I did check into it but now I don't know--"
Talking about school activities after having mentioned "studies," she refers again to academic work (She looks down, moves arms and hands on chair arm.)	"Right there, I brought studies up again and I think I just felt guilty again that I hadn't buckled down on my studies like I should..."
Talking about her family and a sister's exceptionally brief engagement. She is saying that she wasn't there for the wedding but was in Washington on a long-anticipated trip. (Again she's twisting her hands and the well-worn handkerchief.)	"I've always felt quite guilty because I didn't stay home for my sister's wedding."

For this client, nonverbal behavior clearly parallels her feeling state. The handkerchief-twisting is very frequent throughout the interview and parallels areas of anxiety or topics which were problems for her.

In summary, then, the six nonverbal behavior types hypothesized by the typology arrangement were supported by IPR data. Both direct and indirect evidence were used in the validation process. The general conclusion regarding this hypothesized typology was that the evidence confirms its framework and the meaning of its six cells.

CHAPTER 4

IMPLICATIONS

From the foregoing material it is clear that the analysis and subsequent understanding of nonverbal behavior are difficult. Our experience suggests, however, several implications for further studies in the area. Briefly, points to be made are these: nonverbal interpretation should rest on evidence, not just speculation; investigation of nonverbal behavior must be focused at an appropriate level of interpretation for analysis, and there is an intermediate level of interpretation which seems particularly useful; teaching sensitivity to the interpretation of nonverbal behavior seems possible, but research evidence suggests that changes in sensitivity are difficult to obtain; and finally IPR investigations have suggested several diverse areas for additional research.

Evidence and Meaning

Nonverbal behavior in most instances is interpreted intuitively by counselors, psychiatrists, and others experienced in interpersonal analysis. It may be that soliciting evidence directly from the individuals who exhibit the behavior may be a more useful way of interpreting nonverbal behavior. Although defense mechanisms operate during any questioning about the meaning of nonverbal behavior, and thus the verbatim responses cannot always be interpreted literally, it nevertheless appears that an IPR session with the right kind of recall interviewer produces much useful evidence concerning nonverbal meanings. Further it is possible that the defense mechanisms normally operating during the recall process may be lowered through hypnosis, or one may determine their operation by monitoring the individual's physiological as well as overt behavior (e.g. galvanic skin response). In short the IPR process suggests a useful way of gathering data to validate interpretations of various kinds of nonverbal behavior.

Level of Analysis

It is clear from the literature that nonverbal behavior can be studied at any of several levels of analysis. Thus one can do a microanalysis which examines every slight movement as some investigations have done, or one can merely secure a general description of various kinds of nonverbal behavior. The investigator is faced with the problem of defining a particular level or intensity of analysis, both for observation and for quantification purposes. In our analysis it has seemed that the meaning of small, very specific behaviors varies so greatly among individuals that generalizations about specific movements are usually unwarranted, especially with gestures and even with grosser movements such as posture as well. Our intent was to define a level specific enough to add to the interpretation, yet gross enough to have generality across persons. Specific behaviors, instead of being interpreted directly, were categorized into a typology, presumably having sufficient specificity of meaning for interpretative value and yet also having generality across individuals.

Sensitivity to Nonverbal Behavior

During the course of the IPR counselor-training program, we drew the attention of the novice counselors to nonverbal behavior. Generally they were amazed and openly delighted with the "discovery" of this communication mode, and many became increasingly sensitive to it. Certainly the staff members themselves, as the project progressed, found themselves using more and more nonverbal cues in the course of their regular counseling, paying more attention to nonverbal behaviors, calling attention to them, and attempting various kinds of interpretations to determine the accuracy of interpretation. It seems clear that merely bringing attention to nonverbal processes may be useful in facilitating nonverbal communication.

In addition, Maccoby's results with teachers substantiated the fact that sensitiveness to nonverbal communication can be increased. Maccoby was able to obtain only a very small though statistically significant increase in the accuracy with which teachers were able to estimate students' comprehension by concentrating the observation training on nonverbal behavior in a particular classroom situation.

In the course of the teaching-learning pilot studies with IPR, many instances of nonverbal communication between pupil and teacher were observed, as well as ample evidence of miscommunication between teacher and pupil. For example, in one instance the teacher believed that the student, who was leaning forward with a facial expression of intense concentration, was confused. In reality the student was following closely, and when the teacher adjusted his presentation by slowing down and using a clearer explanation, the student who had formerly been highly interested and comprehending now was annoyed and fretful. If such poor communication occurs on a one-to-one person basis, where there is opportunity for the teacher to ask questions and for the student to interrupt, it may be even worse in group situations where feedback is more cumbersome and the reactions may be different for different students. Even a moderate change in the teacher's ability to interpret nonverbal behavior might result in a sizable improvement in teaching. On the other hand the number of instances in which we saw inaccurate interpretation of the behavior, and therefore inappropriate modification of the behavior on the part of the teacher, suggests that a great deal of adjustment is called for on the part of the student in order to follow the teaching process. This suggests that the teacher may not be the wonderfully adjustive mechanism that we have always been led to think and to hope that he is, but that by a process of mutual adjustment of listening strategy and presentation strategy efficient communication may take place.

Further Research

Several possibilities for further investigation in nonverbal communication have resulted from the study thus far, and some of these we expect to pursue in the course of the extension of our initial work.

Application of the Typology.--One obvious area for further research is to determine the usefulness and applicability of the typology. A trial of the typlogy to determine whether it adds sufficiently to interpretation to be useful is clearly a second kind of needed further research. Refinement will undoubtedly result in further specification of the categories, description of the kinds of grosser movements such as bodily movements in particular which typify each category, and perhaps some further means of distinguishing intentional from non-intentional behavior.

A rather interesting example of the latter lies in the confusion of categories IV and VI.Preliminary observations in the pilot studies suggested that confusion in interpretation of nonverbal behavior often comes from an assumption that the behavior being observed is an unconsciously motivated manifestation (this behavior would be categorized as revelation--unconscious, category 6). However, such behavior is very often the client's attempt to make sure that he conveys a particular role to the counselor or the teacher; he is "putting on an act." Thus in our studies teachers would interpret silence and pleasant facial expression as indicative of understanding and interest, while in reality the student was sometimes lost or bored and was assuming the facial expression out of politeness or in an effort not to appear stupid. There must be other nonverbal or verbal clues in a situation which would contradict the assumed pose; the problem is to ferret these out and determine how one can distinguish the concious from the unconscious behavior.

Depending on the perfection of role-playing, this may indeed be difficult to do. Nonetheless, this is probably one of the more important areas in which nonverbal behavior needs to be examined, and if a set of cues could be derived which would be useful in differentiating these two kinds of behavior, this would be a sizable breakthrough in the interpretation of nonverbal behavior.

Sensitivity Training.--It has been pointed out that sensitivity to nonverbal communication would be an asset in effective counseling and teaching, but it seems to us that few persons exhibit this sensitivity to the degree that they could. One major possibility for research is the use of IPR videotapes and recall interviews for training potential counselors in sensitivity to the nonverbal behaviors of their clients. An IPR study already proposed is the use of these videotapes in developing and refining a teaching tool to be used with persons in the counselor-training master's degree curriculum. Another possibility in training for sensitivity to nonverbal behavior would be teaching potential teachers to recognize and utilize the nonverbal communications of students. It may be that a teaching situation, in which the cues are more limited in number and the content of the material under discussion more standard, may be an easier context for study than the counseling situation. Such a study would be, of course, a logical sequel to that done by Maccoby at Stanford University.

Interpretation of Nonverbal Behavior by the Deaf.--The nonverbal typology and the role of nonverbal behavior in empathy might reasonably be validated by studying those individuals who have had to learn to depend more upon nonverbal than upon verbal cues in communicating. While the theory that the handicapped overcompensate for some sensory inadequacies by developing others more fully has been shown not to be generally applicable, nonetheless one does find unusually sensitive individuals to whom the theory does appear to apply. One means for validating our findings on nonverbal behavior would be the administration of the Affective Sensitivity Scale to these deaf persons and requesting not only answers to the test but statements of the means for arriving at those answers. Unfortunately we are not certain of the extent to which the lack of verbal facility of the deaf would impede such an investigation, for the study will, of course, have to depend upon whatever they can tell us. It may well be that there are subtleties of nonverbal expression that they will be able to interpret intuitively but not verbalize.

Commonality of Nonverbal Behavior.--There is clearly a need for further research to determine the commonality of nonverbal behavior across individuals. One possibility is the use of hypnotic suggestion of mood with subsequent taping of participants as they interact in a structured interview. This process would permit us to determine the various ways in which individuals express a mood and the extent to which there is some generality. Through IPR the extent to which a mood actually is felt and instances in which it is felt and expressed could be determined.

Validation of the nonverbal behavior typology also implies examining the commonality of nonverbal behavior; a study of nonverbal behavior across larger numbers of people in more diverse situations than the counseling relationship would be necessary for validating the typology. Commonality of behaviors at various levels of analysis (micro-analysis to general description) would also be of value and of interest in examining the consistency of behavior both across individuals and with various analysis levels.

Client Use of Nonverbal Behavior.--In the counselor-training IPR's, we noted that our clients frequently used their own nonverbal behavior as a cue as to when to stop the videotape. It was not that these individuals knew immediately that they were feeling something important at that particular time, but rather that they recognized in themselves certain nonverbal behaviors as being indicators of various feelings. They would then stop and in essence interrogate themselves to try to find the feeling which accompanied the particular behavior. We saw this rather interesting process occur a number of times as we helped the clients to become increasingly aware of and sensitive to nonverbal behaviors. The potential for facilitating insight through nonverbal behavior should be explored further.

Further Research Possibilities.--The suggestions described above are not exhaustive, but indicate the variety of ideas which occurred as we examined the nonverbal behavior manifested in the IPR process. We feel that the process is a highly useful one and that as its use continues many additional research ideas will result.

The role of nonverbal behavior in a wide variety of situations remains unexplored, and the sensitive researcher, finding unexpected functions and consistencies of nonverbal behavior, will continually find new research questions appearing.

APPENDIX A

REVIEW OF RELEVANT LITERATURE

REVIEW OF RELEVANT LITERATURE

Research in nonverbal communication has become popular in recent years, but with growth in numbers of these research interests has also come growth in diversity of the topics investigated. The literature in this area is exceptionally varied, but some topics are related more closely to the IPR investigation of nonverbal behavior. Among them are studies of folk gesture, judging emotions, psychiatric studies, and theoretical treatments of communication as well as more specific research in nonverbal behavior.

Folk Gesture

Gesture has been defined by Hayes (1963, p.627a) as "any bodily movement excepting that of vocalization made consciously or unconsciously to communicate either with one's self or with another." This definition is the basis for the IPR study of gestures; it should be noted that the definition includes postural movements, and that it assumes that gestures, though often unconscious, are made for communicative purposes in all instances. Hayes' definition continues with a classification of gestures including:

1. Folk gesture, such as head-nodding, shaking hands, pouting, and winking; these gestures have conscious meaning relative to social activities within cultures;

2. Technical gestures, such as umpires' signs and the sign languages of the deaf-mute or the American Indian; and

3. Autistic, self directed, or nervous gestures, such as doodling, swinging a watch chain, twisting the hands, or shifting postion.

The IPR study of nonverbal behavior concentrated upon autistic gestures, with some attention to folk gesture as well. Gesture has been studied in a great variety of contexts. Bacon (1875), for example, discussed at great length the appropriate gestural patterns for use by elocutionists. In another area, Critchley (1939), defining gesture only as "the movements accompanying speech serving the purpose of emphasis," was concerned primarily with sign language in various cultures, and LaBarre (1947) pointed out the cultural-boundedness of many gestures regarded in our culture as instinctive or "natural." Davitz and Davitz (1961) studied nonverbal emotional clues in speech, but their research emphasized the nonverbal components of vocalization, such as tone of voice. In the educational setting, Halpin (1960) has commented on the importance of nonverbal behavior in interpersonal relationships particularly in the school, and Ganzhorn (1961) emphasized the importance of the counselor's nonverbal behavior in establishing the effective client-counselor relationship. From his experience as a psychiatrist, Feldman (1948, 1959) organized a comprehensive listing of speech and bodily mannerisms and their "true meanings." A variety of areas of folk gesture have been studied, but these have been largely anecdotal, omitting attention to analysis or interpretation of movement.

Judging Emotions

A number of studies have centered on the ability to judge emotions correctly. Because of their basis in the emotions, autistic gestures play a more important role in these studies. Kenner's study of the ability to assign the correct emotions to posed pictures (1931) was one of the forerunners of current studies of emotion recognition, and Guilford (1929) conducted an experiment in learning to judge emotional expression. A comprehensive review of literature on facial expression and judgment of emotional expression was made by Jenness (1932).

Judging of expression was expanded in some cases to judgment from bodily posture and movement. Estes (1938) conducted an experiment on the validity of first-impression judgments based on nonverbal behavior on film, and more recently Ekman (1964) studied in a systematic manner the relationship between nonverbal and verbal expression as judged by an observer. Most of the experiments and studies dealing with judgment of emotional expression use photographs of behavior, however, and so are restricted both by the unnaturalness of static pictures and the ungeneralizability of findings.

Psychiatric Studies

Psychiatrists, from their work with clients in situations of stress, have offered some comment on meanings of nonverbal behavior, although for the most part their contributions have been either highly theoretical or anecdotal in nature. In the generally theoretical area of nonverbal behavior and clinical inference, both Ruesch (1954) and Barbara (1956) have emphasized the importance of attention to the nonverbal communication process in psychotherapy. Interpretation of gestures in the therapy session has been discussed anecdotally by Ruesch and Prestwood (1949), Deutsch (1952), and Needles (1959) with varying emphases. Bateson (1956), in a discussion of the origins of some mental illnesses, points out the frequent conflict in our society between spoken communication and the communication conveyed nonverbally.

Communication Theory

Most prevalent theories of communication today propose models not broad enough to include the complexities of nonverbal communication. As Birdwhistell (1959) has pointed out, communication has traditionally been regarded as "that process by which one individual imparted knowledge to another," rather than as "a complex and sustaining system through which various members of the society inter-relate," the latter being Birdwhistell's definition of communication, into which nonverbal communication can fit comfortably. While theories of communication are moving more in the latter direction, few substantial efforts to synthesize all areas of communication (of which verbal and gestural behavior are only two) have been made.

One notable exception is the work by Ruesch. In one comprehensive article, he outlined theories of communication in terms of the elements of the communication process (Ruesch, 1953), and in a book with Gregory Bateson (1951), he emphasized the sociological bases and social functions of communication.

Nonverbal Communication Theory and Definition

In their construction of a theory of communication, Ruesch and Kees (1956) included nonverbal communication as one communication type. While nonverbal behavior is for them just one variety of nonverbal communication, the theory applies to all communicative behavior. According to their theory, the system within which communication occurs (the person, the interpersonal situation, the group, or the society) in part determines communicative behavior, and the communication process itself encompasses many distinct sub-processes. The salient feature of Ruesch and Kees' theoretical work is that it is sufficiently general to include a variety of communication forms including nonverbal behavior, and yet it includes the major theoretical features of the communication process.

In developing a theory of nonverbal communication in particular, Ruesch and Kees define several varieties of nonverbal language, assigning emotional expression to the category of action language (in contrast to sign or object language) because of the ways in which actions convey nonverbally that which is less easily conveyed verbally. Nonverbal communication is compared with verbal communication in several respects--spaciotemporal characteristics, aspects of the perception, evaluation, and transmission of information, neurophysiological and developmental characteristics, and codificiation-semantic characteristics. Their theory provides the first workable conceptual framework for nonverbal behavior, a significant theoretical contribution as well as a practical tool in the analysis of nonverbal behavior.

In another article Ruesch (1955) applies these theories of nonverbal communication to psychotherapeutic methods. He points out that not only does the patient use nonverbal behavior in augmenting his verbal communication, but the nonverbal communication provides a meaningful basis for interaction with the client when the formal structure imposed by verbal communication should be avoided.

In a report of research on nonverbal behavior, Ekman (1957) reviews the theoretical approach upon which his research was based. Nonverbal behavior is defined as "the body movements of the organism," also consisting of motor expressions though they may originate in various parts of the body. Two types of information result from nonverbal behavior: specific direct meaning, and information about other concurrent behavioral variables. Ekman's research concentrated upon observable behavior assumed to carry meaning, and used as basic data body position and movements.

The recent volume edited by Knapp (1963) contains several papers of relevance to the theory of nonverbal behavior. Dittman, in discussing his research, offers several basic hypotheses regarding the role and meaning of nonverbal behavior. In his project the ultimate objective was to devise a way "to be able to 'read,' through some channel of communication other than words, how a subject feels at a given time." Dittman goes on to comment that he is convinced that (1) "nonverbal messages are often different from verbal ones and...congruencies and discrepancies between the two can give clues about what is happening in interviews," and (2) nonverbal information "can give clues faster than words can," since "people often react sooner than they are willing or able to say." His research hypotheses were purposely general, "because the underlying theory does not lead to deducing hypotheses in a very rigorous way." He goes on to explain: "Some modes of expression are controlled very easily, that is, can be made to express what one consciously wants to express. ...True, over a period of time such control is not complete; witness the various preoccupations people have, and the parapraxes they produce....there are probably other modes of expression which cannot be controlled so easily, and through these channels messages other than what one 'intends' are transmitted." (Knapp 1963, 140-141) Within this framework regarding the origins of nonverbal behavior, Dittman constructed his research in the meaning of nonverbal behaviors.

In Knapp's book Birdwhistell also states the assumptions regarding nonverbal behavior upon which his kinesics research was based: Communication of feelings is "patterned, social behavior, whether pathological or normal; such behavior is learned and ultimately analyzable"....Communication itself is "a system of interaction with a structure independent of the behavior of its individual participants;" one communicates with another person; hence the process is based in interaction; communication is also "multifunctional--it not only composes the primary relations of interaction but maintains the rules for the regulation of these relationships" (Knapp, 1963, 128-129).

Interview Research

Most of the research in nonverbal behavior uses the interview as a context in which to focus on behavior. Sainsbury (1955), for example, observed the autistic gestures accompanying certain emotional states in psychiatric interviews, concluding that nonverbal behavior increases with stress or emotional involvement in interviews. Dittman (Knapp, 1963) counted body movements (in this instance foot movement) and related movement to speech disturbance; in this case the hypothesis that body movement and speech disturbance would occur concurrently was not confirmed. In a second experiment, he studied the association between body area movement and "mood" as reported by the patient and confirmed by his tone of voice; these two behaviors were found to be significantly related, although "the best combination of body area and mood made up only about a quarter of the total movement information...." More recently, Dittman has been exploring the possibility of judgment of facial expression from interviews.

Mahl, Danet and Norton (1959) used interview behavior as a means for assessing the emotional state of patients interviewed. In this exploratory study an observer watched, but did not hear, the interview as it took place, noting gestural and postural behavior in particular as well as impressions of the patient's "psychopathology and general traits;" after studying the behavioral information he had gathered the observer made "whatever predictions he felt he could make about each patient's diagnosis, leading conflicts, and/or character structure." Generally the observer's predictions were remarkably accurate. The authors concluded that study of nonverbal behavior such as this is a "very fruitful area for the student of personality and...is amenable to research." Subsequent analysis of individual patients demonstrated further the relationship of personality characteristics and gestural-postural behavior.

Photographs of nonverbal behavior in interviews, rather than direct observation, were used by Ekman (1964) in a study dealing with communication through nonverbal behavior. Verbal-nonverbal congruence, communication about the interview relationship, and differences between head and body conveyance of emotion were studied. The study of personal characteristics reflected in nonverbal behavior demonstrated the possibility of a meaningful relationship between these two variables. Two additional outcomes of the study were further information on the judging process and a possible system for describing nonverbal behavior. Haggard used films of psychotherapy patients in studying micromomentary facial expression, focusing on changes in facial expression in order to identify the affective content of recognizable "bursts" of expression. His research led to the conclusion that the study of micromomentary facial expression can increase understanding of psychotherapeutic processes. Behavioral manifestations such as facial expression were assumed to have relationship to intrapsychic phenomena, and in the crucial stages of psychotherapy micromomentary expressions provide indicators of patient stages and processes.

In a classic series of studies, Krout (1954) used the interview situation for an experimental attempt to produce unconscious manual symbolic gestures. Specific gestures were found to be associated with definable verbal meanings as drawn from subjects' expressed attitudes. While the study was not conceived as a means for defining meanings of gestures, it contributes significantly to the possibilities for interpreting individual behavior in interview situations. The fact that autistic movements can be studied in the controlled experimental situation widens the possibilities for further study and interpretation of nonverbal behavior.

Another study of interview behavior by Nielson (1963) used the "stimulated recall" method for interpreting behavior. Subjects were "confronted" with a playback of their behavior in a stressful interview filmed seven to ten days earlier. The participants, in addition to exhibiting marked reactions of shock and dismay upon seeing themselves, volunteered insights into the meaning of their behavior in the filmed interview. One of Nielson's comments on the methodology of his study was that the videotape recorder (such as that used in IPR later) could possibly be used for even more meaningful experimentation because of its immediate playback possibilities. He commented in conclusion upon the potential of this process in studying man's reaction to himself as well as studying the relationships between people as seen through the objective camera lens.

Birdwhistell's extensive contribution to the study of nonverbal behavior has used as its base the filmed interview, but his purpose is entirely different from those of the studies discussed above. Parallel to the analysis of verbal behavior by linguistic techniques is Birdwhistell's kinesics analysis of nonverbal behavior as a subsystem of communication. Birdwhistell developed a system of notation for describing behavior which in turn led to a system of categorizing body motions in terms of communicational content. He points out that while basic motions are individual characteristics, the behavior of many people can be combined into groups of similar motions having the same message; these in turn combine into sequences of communicational content or complex messages. Birdwhistell is not concerned with determining the "meaning" of specific body motion, as for cataloguing purposes, but rather emphasizes the need for an accurate microscopic system of codifying behavior for purposes of clinical, anthropological, or other studies. (Birdwhistell, 1959; Knapp, 1963.)

From the many studies of the interview have been derived several schemata of nonverbal behavior and its interpretation. In his study of verbal-nonverbal congruence, Ekman (1964) developed an outline of the relationship between verbal and nonverbal behavior which in effect summarized the function of nonverbal behavior in communication. Nonverbal behavior, in Ekman's schema, serves five communicational functions as it augments or contrasts with the verbal message:

1. Emphasizing or accenting the content of a verbal message
2. Amplifying part of the content of a verbal message
3. Examining a verbal silence
4. Providing information related to the content of the verbal message
5. Adding new information not in the content of the verbal message, by:

    a. substituting for verbalization
    b. contradicting the verbal message, or
    c. providing a context to aid in the interpretation of the verbal message.

In an earlier attempt to schematize body movement and postural adjustment, Bronfenbrenner and Newcomb (1948) devised a framework within which behavior may be studied as a vehicle of emotional and dispositional expression. The five formal dimensions of bodily movement in clinical situations were:

1. Quality of motion--relaxed, jerky, abortive, controlled, or immobilized
2. Front or body contour--closed or open
3. Locus of activity--peripheral, medial, central, or integrated
4. Direction or plane of movement--vertical, transverse, or lateral
5. Body area of activity, any of which should be interpreted on three levels: literal, formal, and physiological--head, face, mouth, eyes, hands, trunk area, shoulder and back, and legs.

Classroom Research

The role of nonverbal communication in the classroom has received attention recently. An extensive study of teachers' response to student nonverbal behavior was carried out by Maccoby (1965), whose major emphasis was the improvement of teachers' accuracy in judging student comprehension of classroom material. The study involved two phases, the establishment of the relative contribution of verbal and nonverbal cues to accuracy of teacher judgments, and the attempt to improve teachers' accuracy of judgment using training particularly in nonverbal cues regarding comprehension.

In phase one of the study, verbal and nonverbal behaviors as clues to student comprehension were studied by exposing nonteachers, inexperienced teachers, and experienced teachers to sound film clips of student-teacher interactions, and asking them to rate the amount of student comprehension in the clips. Student comprehension of the instructional material was established by test questions. The results indicated that "verbal cues contribute significantly to accuracy of judgment, while the presence of nonverbal cues, specifically visual ones, does not increase accuracy of judgments above chance." In phase two of the study, an attempt was made to discover useful nonverbal cues and to train teachers to use them. Study of the classroom films led the investigators to decide upon a core of 22 nonverbal cues specifically related to comprehension. These cues were coded so that any film segment could be rated for the presence of various categories of the 22 cue types. Teachers were trained then to use this coding sheet as they observed film clips; open discussion in the training groups centered on scoring, interpretation, and meaning of nonverbal cues and the accuracy of judgment in comparison with actual student comprehension. Training resulted in a seven percent increase in accuracy of judgment, a modest but significant gain suggesting encouraging possibilities for training increased sensitivity to nonverbal communication.

This study contributes significantly to the fund of knowledge of nonverbal communication not only as a well-controlled study of meaning in nonverbal behavior, but also as a significant contribution to the application of meaningful nonverbal communication to practical use; the role of nonverbal behavior as a "feedback" mechanism is never more critical than in teaching, where the teacher must continually adjust his behavior on the basis of student comprehension. The Maccoby study contributes in two significant areas to nonverbal behavioral research--theoretically it treated the question of "meaning" in nonverbal communication, and empirically it represented a significant attempt to apply nonverbal communication to the practical situation.

Summary

The literature in nonverbal communication draws from many areas information which may make more meaningful the interpretation of behavior. Studies of folk gesture are unrewarding because of the casual observation employed in these studies. Experimentation in judging emotional expression suffers because of its unnatural setting, and so offers little generalizable information on the dimensions of communication (but much on judging behavior). For the most part, general communication theory is restricted to formal analysis of the elements in verbal communication, and seldom includes in its analyses the nonverbal; Ruesch's work is one notable exception to this trend. Ruesch has also led the way to development of theory in nonverbal communication, a promising indication. Perhaps the greatest contributions to nonverbal theory *in situ* have come from psychiatry or psychoanalysis, for in actual situations of stress the nonverbal behavior is examinable and often interpretable as it relates to verbal as well as covert behavior. Recent research in the nonverbal behavior exhibited by interview participants has contributed significantly to understanding of the formal dimensions of nonverbal behaviors, as well as offering some indications of possibilities for interpretation of behavior. The recent research in classroom nonverbal behavior has offered interpretation of meaning in nonverbal communication, as well as contributing to the application of nonverbal communication in practical situations. Formal methods such as Birdwhistell's offer promise in the precise analysis of body motion as a communication medium.

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USING IPR TO STUDY TEACHING-LEARNING PROCESSES

Section IV of

I P R -- INTERPERSONAL PROCESS RECALL:
Stimulated Recall by Videotape in
Exploratory Studies of Counseling
and Teaching-Learning

Norman Kagan
David R. Krathwohl
William W. Farquhar

with the assistance of

Sarah Hervey
G. Robert Ward
Barbara Fuller
John Hartzell
Robert Woody

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CHAPTER 1

INTRODUCTION

Most previous studies of the teaching-learning process have been made of group reactions to various films and teaching sequences, using recording devices to register interest, attention, boredom, and other characteristics. But except for the original use of the stimulated recall technique by Bloom (1954), Gaier, and others, studies of individual reactions to teaching have been rare. The programmed learning movement has benefited greatly from feedback resulting from the reactions of individual students to programmed material. But this has not been transferred extensively to face-to-face teacher-pupil interaction.

The IPR process suggested a means by which we could examine what was occurring in the individual student at points in the learning process. Through IPR we could explore the student's strategy of learning and the teacher's strategy of teaching as well as the meshing of the two. Depending on what came out of the inquiry, other variables as well could be observed and studied. Our aim was to conduct some pilot studies which would determine the kinds of evidence IPR would yield in a teaching-learning situation and thus what questions it could be used to answer. The pilot studies, though necessarily successively more focused, were also examined to determine the resulting data's potential use for purposes outside their original design.

Three pilot studies were used in our inquiry into the teaching-learning process. The first study consisted of a limited number of IPR's designed to learn what kind of data on the teaching-learning process were yielded by the IPR process. The second pilot study, involving four IPR's, focused more directly on known elements of teaching-learning interactions; this design controlled for four elements--teacher, student, learning time, and content area. The third pilot study involved twelve IPR's in an analysis of learning behavior. The subjects were chosen to represent different learning strategies, and were exposed to a standard teaching situation. They then participated in a recall session in which they discussed their learning.

Results from these pilot studies suggested that IPR yields useful information about many processes, including learning strategies, teaching strategy, attention behaviors, notetaking behavior, the role of affective responses in learning, and the role of feedback in learning. Further principles applicable to the classroom teaching situation were suggested as well. These latter findings may contain the most important and practical consequences of all our explorations.

CHAPTER 2

PILOT STUDY I

This study represented our first attempt to analyze the teaching-learning process. The usual IPR arrangement was used: two chairs for the participants were faced diagonally toward each other and a coffee table separated the chairs. For some of the sessions, large sheets of paper to be used as a "blackboard" were hung on the wall behind the teacher's chair so they too could be picked up on the videotape.

Three of the IPR's from the limited number of this pilot study may be used to summarize the results of this phase. In the first IPR, the teacher, a project staff member, chose factor analysis as a topic in which to instruct another staff member who was not acquainted with the topic. At this point we sought to use participants with introspective ability and who would be motivated, because of their interest in the project, to participate fully in the experiment. The format was a lecture interspersed with comments or questions by the learner and with clarifications by the teacher. The 15-minute session closely resembled a tutoring situation.

A second experimental IPR of this pilot study involved the same teacher. His student was one of the secretaries who had been closely associated with the project. Thus she too, because of her interest in the project, was motivated to participate as fully as possible in the process. The teacher in this experiment explained the concepts of central tendency and standard deviation, emphasizing the latter. The secretary, although a part-time college student, had had no contact with statistics although she had heard many of the terms used in the discussion. Again the format of this experimental IPR was largely lecture; the student did not respond with questions or comments, other than a few indications of understanding, except when asked to respond; this structuring of roles resulted despite the lecturer's assurance that he wanted the student to interrupt whenever she became lost and did not follow the presentation.

A third IPR involved a public school teacher and one of her third-grade students. In this IPR our purpose was to see whether the technique was useful with children this young; the teaching situation was a simple explanation of some arithmetic concepts with which the child was not familiar. Again the interview was only 15 minutes in length; the recall interview was also kept short because of the child's shorter attention span.

These IPR's led us to see the kinds of information that the process would have us expect from our studies. Teacher strategy, learner strategy, the role of affect in learning, the effect of feedback on teacher and learner, and the usefulness of IPR at various ages were among our observations.

Teacher strategy in these sessions was largely dictated by a perceived logical structure of the subject matter, the goal being to have the student gain a conceptual understanding of the material sufficient to be able to explain it in his own words. On recall it appeared that the teacher modified the presentation to fit the perceived level of understanding of the material by the student, but not always accurately. Thus some simple things, such as the blocking out of part of a diagram, caused some trouble in student understanding that was not perceived by the teacher, resulting in lost time and frustration on the part of both. Had the teacher used the makeshift blackboard in a clearer way, it would have markedly facilitated understanding. This was a first clue of the importance of written material on the board accompanying a verbal presentation.

Another interesting phenomenon was the way the teacher alternately attended to the student and then "tuned out." (This same phenomenon seems to occur in counseling.) When the teacher knew exactly where he was going, and when he was in the midst of a familiar mode of presentation, he attended to the cues the learner offered him. When, through a question or because of lack of understanding on the part of the student, the teacher was forced to make changes and to restructure the presentation, he became preoccupied with his thoughts, seeming to pay more attention to planning where he was taking the discussion next than to the immediate subject. This observation suggests that an effective teacher should be aware of his tendency to "tune out" occasionally with some aspect of the presentation, and should be able to alter his behavior either to eliminate the "tuning out" or to substitute other behavior for it. Since "feedback" from a learner may be blocked by the "tuning out" until it is too late to alter a presentation, failure to be aware of the "tuning out" may critically limit teaching effectiveness.

We defined learner strategy as any technique a learner might employ in order to select, structure, or clarify the material being presented to him. It was our tentative thought that a learner might have a particular strategy which, with variation, might be his typical behavior in most learning situations. The pilot IPR dealing with instruction on factor analysis and involving two project staff members yielded the most fruitful information about strategy. The learner in this case found himself grasping points in a series until conceptual understanding was formed; he likened this to a "stepping-stone" process in which he received, understood, and assimilated an idea and then used this base as a point from which he, in effect, reached out to try to grasp the next concept. When the next concept was heard and understood, he "pulled himself" to that new point, assimilated it as part of his understanding, and used the total basis as a point from which to reach for the next concept in the sequence.

Disruption of this sequence of knowledge and assimilation apparently results in various kinds of "loss of balance." If the learner must leave his base in order to reach for a new point, and cannot reach it, he finds himself in the chasm between the two, losing his basis on past points and unable to grasp the next. At this point confusion occurs and the learner "lets go" of the previous material and seeks for new secure footholds, hoping to go back later and fill the gap.

> I don't understand at the moment [but] if we go a little bit further, somehow it will all click together; he'll repeat it somehow or some new illustration will make it all fall into place. [I'll] tag along rather than continually interrupting him.
>
> I'm doing both things, thinking back to that which I missed and still trying to kind of follow that which is new; I think in my thinking process I found myself rehearsing back at other times when I knew what was going on--periodically retracing it instantaneously in my mind.

The nature of this strategy and its potential implications for restructuring a teacher's presentation led us to ask: "How many strategies must a teacher deal with?" "How different are they from one another?" "How strongly do they affect learning?" "Does each affect what is learned differently?"

The third area of general conclusions drawn from this first set of IPR's involves the role of affect and its relationship to learning. In our experimental IPR's the feelings of the learners were clearly in evidence on recall. Several trends in affective responses to the learning situation were observed. The first was the learner's desire to please the teacher and to encourage him.

> I get the feeling he assumes that I am with him and I don't want to disappoint him by showing him that I'm at any time more than one step behind him. It would be terrible to show him that I'm two or three steps behind him... Now I feel I'm up with him and it's a real nice feeling of accomplishment.

> I was quite confused and I gave him a very tentative kind of "yes," but again there is the concern that he is saying to me, "Ah, isn't this clever?" and I don't feel like saying at the moment that "Yeah, it's clever, but I'm not."

Another area of affect was the learner's reaction toward himself or his own learning.

> Now he's confused me again. ...But then I decided, "all right, that's minor"...to let it go; the main thing is that it's representational. I was not attending, and a very peculiar thing I remember at the time--I could hear his words, I wasn't staying with him. I don't know what the devil I was thinking of, but I was thinking of something else... I was just trying to picture this in my mind. I think before when I said "oh yeah I see," I didn't see completely and I was still struggling it through in my mind.

The most interesting aspect of affect demonstrated by this study is its relationship with the learning process. It is clear that all aspects of affect--desire to please and to "look good," momentary annoyance and hostility, or reactions toward oneself--enter into learning either to facilitate or to hamper the learning experience. This study demonstrated to us the importance and the variety of affect as a major component of the learning situation and suggested that the IPR process is a useful means of investigating it through feedback.

The role of IPR experiences as feedback centers on the recall session. Both the learner and the teacher benefit from the experience of confrontation and subsequent self-insight. The learner is able to see, often with embarrassing clarity, the mistakes and inconsistencies in his learning strategy. He is able thus to observe objectively his learning strategy and affective reaction.

The teacher also benefits from the feedback experience of observing his behavior in these same two areas. The teacher can see the strengths and weaknesses of his instructional methods as well as the learner's reaction, and can postulate changes which might result in more effective learning. In addition to insight into strategy and teaching behavior, the teacher gains insight into his affective reactions and the way they relate to his or the student's cognitive processes. Irrefutable evidence about his behavior may be disturbing, but it may also motivate change.

Since our IPR studies showed that insight on the part of both teacher and learner does occur, and as learning and personality theories suggest that insight can be translated into action, IPR may have the potential to change behavior. The Tintera (1963) study, the Hunter College study (Schueler, 1962), and Project I at Syracuse University also used feedback to the teacher, although without the benefit of student recall, to effect change in behavior. Although both the Tintera and Hunter College studies showed no difference between feedback-trained and conventionally-supervised teachers, this may suggest not that feedback via TV has no effect, but that we are using too diffuse a training process and too diffuse a criterion. This may also have been one of the problems in the IPR study of educating counselors. Yet there is clear evidence that insight does occur with the IPR experience.

A third IPR involved a young child as the student. We knew from a series of IPR's studying the role of affect on the Bender-Gestalt Test of problem solving[1] that the IPR technique is moderately effective with ninth graders. We used a local teacher and one of her third grade pupils to go still further down the age scale. The teacher chose a student deemed particularly receptive to this sort of process. Both child and teacher seemed comfortable enough in the session, but resulting IPR gave almost no insights about learning processes not visible in the original session. The child was unable to probe deeper into her own actions and feelings although the recall interviewer seemed to have good rapport with her.

Whether this was caused by lack of introspective ability or inability to verbalize feelings was not clear. This IPR thus tended to confirm a generalization that had been growing from previous experience, that highly verbal adults of college age or older are the best subjects for IPR study.

In summary, the first pilot study in teaching-learning yielded insight into a number of important processes. The concepts of teacher strategy and learning strategy were examined, the role of affect in the learning experience was revealed for both participants in the interaction, and the usefulness of IPR as feedback to both the teacher and the learner was observed. The observation that IPR is most effective with older children and adults was confirmed by an IPR with a third-grade student. These conclusions led us to further inquiry into IPR as a research tool in investigating the teaching-learning process.

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[1] Sara Torres of the University of Puerto Rico completed this study in our studio.

CHAPTER 3

PILOT STUDY II

The second teaching-learning pilot study was arranged to control four aspects of the teaching-learning situation so that in pairs of IPR's, three elements could be controlled and variation in the fourth examined. Analysis of the elements varied was one purpose of the study; we also studied other aspects of the learning situation such as affective responses and strategies of teaching and learning. These second areas of attention eventually resulted in the most fruitful findings of the study.

In the experimental arrangement, three of the elements --topic, teacher, and student--were studied in pairs of IPR's; in each pair, two elements were held constant and the third varied. Not all combinations of the fourth element, time, were made, since this variable did not seem to be as vital as the other three. The IPR's were:

IPR Number	Topic	Teacher	Student	Time
1	1	A	X	20 minutes
2	1	B	X	20 minutes
3	2	C	X	10 minutes
4	3	C	X	10 minutes
5	2	C	Y	10 minutes
6	3	C	Y	10 minutes

Teacher variation can be obtained by comparing IPR 1 with IPR 2, student variation in 3 with 5 and 4 with 6, and topic variation in 3 with 4, and 5 with 6. Although this was an incompletely balanced design, the arrangement served our purposes adequately.

IPR's 1 and 2 involved two teachers and the same student. The teachers, members of the guidance and counseling department, explained to the student, a graduate student in educational research, the concept of vocational development advocated by a particular theorist. In the recall sessions the same interviewer was used for the teacher-recall session; the student's recall was unassisted in both cases.

The last four IPR's involved one teacher presenting each of two topics (with a set presentation for each) to two students. The first topic was from the area of science, the development of the theory of "chaining," or how water gets up to the top of a tall tree. The second topic was from social science, a theory of group interaction. The two students, both graduate students, were chosen because it appeared that their learning styles and affective reactions to learning might differ.

The first observation drawn from this series of IPR's was that continuity of learning is of critical importance to the student, and if the material is too difficult the continuity is broken by misunderstanding. Several examples from these learning situations demonstrated this tendency. When the student's early questions went unanswered, the result was subsequent confusion, compounding the problems of new learning. When closure on a subtopic or an idea was not given to a student seeking such a structure, he found it difficult to continue understanding the rest of the lesson. The student desired a certain level of complexity suitable to his understanding of the topic; he was confused with too complex material and was insulted by oversimplification.

In addition, content and strategy in the learning situation were found to be closely related. The teacher and student both monitored each other's reactions in order to modify their own strategy of learning or of teaching. For example, a perception of student difficulty with content causes the teacher to alter his strategy by slowing down, repeating, or clarifying his points; if the teacher's perception of the difficulty proves incorrect, his change in strategy may worsen the situation instead of improving it as intended. This sometimes occurs because, as Maccoby has reported, teachers are often quite insensitive to nonverbal cues and able to read them only with considerable training. An example was one case in which the teacher perceived the student's expression and nonverbal behavior as demonstrating confusion, while in reality the student was more interested and involved than he had been in the preceding minutes. The teacher's perceptual error in this case led him to slow down and to clarify his presentation, which in turn led to the student's loss of interest and his feeling of insult because he was now "being talked down to." This particular case illustrated the dynamics of a relationship in which the particular persons involved grow farther and farther apart because of adjustments intended to bring them together. In another case a student became bored and angry with her teacher when he presented an idea by reading a list of points from a paper he held; her anger resulted from a feeling of being ignored, from annoyance with the teacher who supposedly knew his field but yet had to read his lesson, from impatience with what she recognized objectively as a poor teaching technique, and from the conviction that she would not learn from this teaching strategy.

Third among our observations involved the relationship of content or strategy with affect. For example, the student might see the teacher's strategy or "tactics" and react negatively to them as strategy. Such a negative reaction then would color learning. Or as in another case, the student who has been "coasting," not attending to the development of the topic, finds suddenly and to his consternation that he must catch up somehow because the material is becoming unfamiliar; the process of catching up is difficult, and consternation compounds the problem.

The fourth area of interest in this study was recurrence of the "tuning out" or "field detachment" phenomenon which had been observed in other subjects in Pilot Study I. In this process the individual "tunes out" whatever is happening at that time and turns his mind momentarily to review, to plan subsequent behavior, to assess the course of the learning-teaching situation, or otherwise to examine the interaction in which he is involved. In the case of the teacher, field detachment occurs most often when he is planning the next few words and at the same time is speaking words already planned. The teacher who is "tuned out" may be only a word or a phrase ahead when the material is unfamiliar to him, or if the material is very familiar, he may be far ahead, planning the entire conversation or assessing the reactions of the student. The student's field detachment, on the other hand, generally involves points at which confusion occurs, mental wanderings due to distraction or boredom, or occasions in which the student is looking ahead at whatever might come. Whatever the content of the field detachment, its occurrence is verified by evidence from IPR recall interviews. For example:

> RECALL
>
> TEACHER: I didn't think at the time I was blocking him out but it turns out I didn't hear a thing of his previous statement. Notice how fast I go on to the next point without giving any reinforcement or any comment. The blocking out is due to the time element, a sort of 'shut up and let's get going'."
>
> My explanation here is well mapped out; my mind is about a half sentence in advance of my voice.
>
> The pauses in my speech may be due to thinking further ahead. The slower speech comes when I'm increasing from normal thinking of a half sentence ahead to new thinking at one or two sentences ahead; when I've achieved this distance I'll start talking fast again.

RECALL

> **STUDENT:** Here where I looked away I'm thinking 'good grief this is too much to remember'; I'm looking away the whole time and not even listening because it's a stupid teaching technique anyway... Whenever I glance away from him there's some meaning to it--I'm thinking of something else.

There is a potentially important research study here--namely, to find out under what conditions field detachment occurs, how to reorganize it, and in particular, how either to prevent it in students and teachers, for it is one of the most serious impediments to full communication, or how to turn it to beneficial purposes.

In summary, the second pilot study provided further means for studying particular elements of the teaching-learning process. The design made closer examination of these elements possible, and also made available the opportunity to study other aspects of the process--affective responses, field detachment, the relationship of strategy to content, and the role of continuity in learning. Perhaps most important in this study was its verification of some of the findings of the first study--namely, the presence of affective components in learning, and the function of learning strategy.

CHAPTER 4

PILOT STUDY III

The Problem

This study was structured to examine a more specific aspect of learning behavior--learning strategy or style. Our basic assumption is that the individual carries with him a particular predilection toward certain actions in any learning situation. This assumption raises such questions as: If people bring a set or strategy to problems,.to what extent does the set vary from problem to problem? Are there different problem-solving sets? Do individuals differ in the stability of the set they use? Do the sets account for much of the variation in problem-solving by contributing to or detracting from problem solution?

The IPR process was viewed as a means by which these and other questions could be answered. Assuming a pervasive strategy or set within the learner, the purpose of Pilot Study III was to examine the nature of learner strategy and to study the variations in behavior among persons with various learning strategies. Thus the study involved, first, selecting students with various strategies of learning, second, exposing them to a learning situation, and third, analyzing their behavior in relation to their strategies of learning.

Support for the assumption that a learning set exists for individuals is evident in many psychologists' writings dealing with cognitive style. David Rapaport (1957), for example, in discussing the general assumptions underlying a consideration of cognition theory, reveals his perception of cognitive processes as a constant: "a theory of cognition must...assume that both the cognitions and the tools of cognition that emerge from cognitive processes are organized in some quasi-permanent and orderly fashion in the mind."

Others have sought to describe cognitive strategy as a pattern or style. In his search for styles in inquiry, Shulman (1963) defined a continuum of styles ranging from the dialectical, in which the objects of one's attention are predominantly the complex, ambiguous, and uncertain elements of the envioronment, to the didactic, in which the individual strives for more immediate, certain, and unambiguous closure.

Kagan, Moss, and Siegel (1963) found general groupings of consistent style falling into three categories: analytic-descriptive (concept formation based on the ability to see elements of objective similarity among the stimuli), inferential-categorical (concepts based on an inference about stimuli grouped together), and relational (concepts based on some form of functional relationship). More recently, Siegel (1965) has suggested an alteration of this system into a two-dimensional scheme in which comparison of the analytic-descriptive dimension with the relational-contextual dimension results in four types of style: analytic-relational, descriptive-relational, analytic-contextual, and descriptive-contextual.

Bruner, Goodnow, and Austin (1956) postulated four strategies by which their subjects proceeded in a task: (1) successive scanning (testing a single hypothesis at a time in order to arrive at a solution), (2) simultaneous scanning (using each instance encountered as an occasion for deducing which hypotheses are tenable and which have been eliminated), (3) conservative focusing (finding a positive instance to use as a focus, then making a series of choices each of which alters but one aspect of the original instance, and (4) focus gambling (using a positive instance as a focus, then changing more than one attribute value at a time).

One general theme pervades the strategies hypothesized in the literature; all suggest an underlying continuum of strategies from a global to a detail orientation. Applied to the typical classroom presentation, for persons on one extreme of this contiuum, the details of the presentation would constitute the major focus of attention, the "figure" in a Gestalt sense, and the major thesis would constitute the "ground." For persons on the other extreme of this continuum, the details might receive less attention as the person continually tries to attend to and piece together the larger picture of the presentation. We chose to refer to the detail-oriented person as a "focuser" and to the more globally-oriented person as a "scanner." The "focus" extreme of this continuum is closely related to Shulman's didactic seeking style, Kagan's category of analysis-description, and Bruner's concept of focusing. The extreme called "scanner" of our hypothesized continuum closely parallels Shulman's dialectical seeking style, Kagan's category of inference-categorization, and Bruner's concept of scanning.

Having selected a learning strategy continuum for the study, it was necessary to provide for variety in the extent to which strategy is used in learning behavior. It is conceivable that students vary in the persistence with which they use a particular strategy, or the flexibility with which they use strategies. Interchangeability of strategies, for example, would illustrate the flexible use of strategy, while persistent use of only one strategy would be inflexible behavior. Since the concept of general flexibility seemed a significant determinant of learning strategy, flexibility became the second major variable examined in this study.

A third variable of great practical significance is the effectiveness of learning. Which strategy and its flexible or inflexible use is most effective? This became the third major variable in this study.

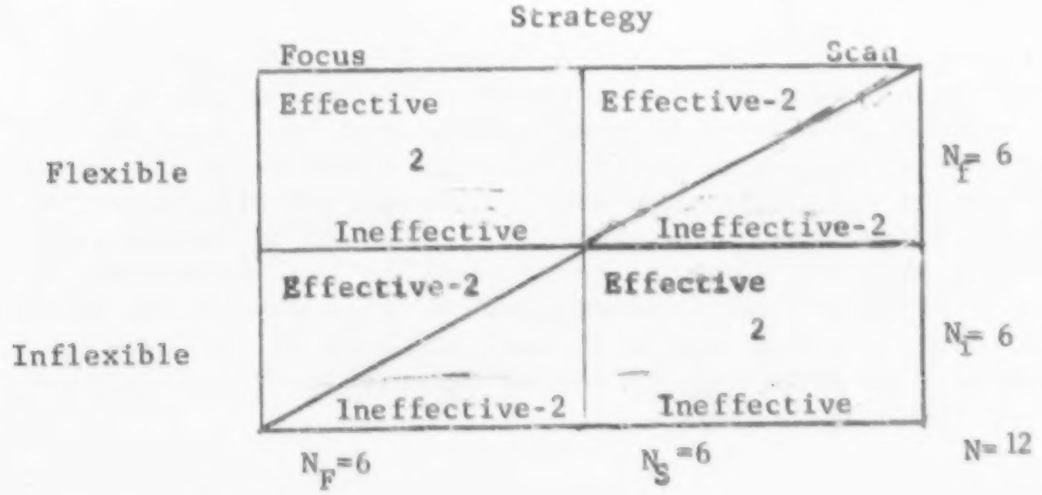
The Experiment

Design

Selection of the subjects for this study was based on the three major varibles, strategy, flexibility, and effectiveness. Choosing the extremes of the first two dimensions resulted in a design as diagrammed below:

	Strategy	
	Focus	Scan
Flexible	Group 1	Group 3
Inflexible	Group 2	Group 4

Since the variable of learning effectiveness is of great practical importance, the groups in this design were divided for high and low effectiveness, forming eight cells. Cumulative grade point average to date was used as the measure of learning effectiveness. The diagonal groups of focus-inflexible (Group 2) and scan-flexible (Group 3) were hypothesized to be the most frequently occurring in the population and thus the groups having the greatest variance, so two subjects were chosen from each of the four cells in these two groups. The remaining two groups, focus-flexible and scan-inflexible, were not divided by learning effectiveness and two subjects were drawn from each cell in these groups. The total number of subjects was twelve.



	Strategy		
	Focus	Scan	
Flexible	Effective 2 Ineffective	Effective-2 Ineffective-2	$N_F = 6$
Inflexible	Effective-2 Ineffective-2	Effective 2 Ineffective	$N_I = 6$
	$N_F=6$	$N_S=6$	N= 12

Sample

The group from which the 12 experimental subjects were selected was approximately 500 students registered for Education 200, a basic educational psychology course. The major portion of these students are sophomores and all are education majors or are contemplating elementary or secondary education as a major area. These students are, for the most part, 19 to 20 years of age.

All 500 students were administered a questionnaire (see Instrumentation below) designed to permit the students to describe themselves with respect to the dimensions of focus-scan and flexible-inflexible. Grade-point average was used as a measure of learning effectiveness. The sample was restricted to women (there may be sex differences in strategy and we were not yet prepared to deal with them), to those who had had a high school or college chemistry course (the learning experience dealt with chemistry), and to those who indicated a willingness to participate in an educational psychology experiment.

Selection of the 12 participants was complicated in several ways by the nature of the experimental design. First, the two continua were such that very few students fell at the extremes; in selecting the sample it was necessary in some instances to choose subjects closer to the mean of the distribution than was desirable. Second, it was difficult to locate flexible scanners with low effectiveness (grade-point average under a "C"); there was also some, though less, problem in finding highly effective (grade point over a "B") inflexible focusers. As a result, there were some instances in which our definitions of low and high effectiveness were not as extreme as we would have liked for maximum contrast. Our observations indicated that the students with lower grade point averages tended to be the focusers, while those with higher grade point averages tended to be scanners; inflexibility was an asset for the focusers but a liability to the scanners.

Instrumentation

Previous studies dealing with learning strategies have used individually administered problem situations to find a person's strategy. As this was too cumbersome a technique for us to use in finding subjects at the extremes from the 500 students in the basic educational psychology course, we used self-reported typical modes of reacting to situations. The students then could be categorized on the basis of their total self-report score on the focus-scan dimension. For this procedure we devised 14 items describing student behavior in academic situations and asked students to indicate on a four-point scale the extent to which the description fit their typical behavior.

Flexibility has typically been measured by such tests as hidden figures, the Stroop Color Cards, and Rokeach's Dogmatism test. Since all such tests either require individual administration or more class time than was practical for us to use, we constructed instead an 11 item self-report scale.

Both scales appear to have content validity. The Kuder-Richardson reliabilities are .42 for the focus-scan scale and .47 for the flexibility scale. While these are low, picking 12 persons at the extremes of the scales enabled us to use these scales of relatively low validity with some assurance that the subjects chosen would have some tendency in the expected direction. The questionnaire, including the 25 items from both tests, an item asking grade point average, several questions on chemistry background, and an indication of availability for participation in an educational psychology experiment, appears in the Appendix.

Experimental Procedure

Each of the 12 chosen students came into the counseling room in the IPR suite and was seated in the corner chair on which one of the cameras was focused. The other chair was removed and a rear screen projector installed in its place, so that the second camera was focused on the screen. The split screen television image then showed the student as she viewed the film as well as a view of what was actually being shown at that point. We used a movie clip as an instructor so that the instructional stimulus would be identical for each subject. This meant that there was no interaction between student and instructor as there had been in our previous pilot studies, but we felt that using a constant instructional stimulus might give us more information on learning strategies by eliminating variation due to teacher strategy.

The instructional material was an eight minute film clip taken from the film, "Research Problem: Inert(?) Gas Compounds" (from the Chemistry Study series by Modern Learning Aids) dealing with the development of compounds of xenon and krypton. The film explained that fluorine compounds have recently been prepared of xenon, one of the "inert" gases; the major question was whether what appeared to be compound actually was one, and whether compounds could be prepared with other rare gases. While this was the introductory content of the film, it was not its main message. The body of the film was intended to illustrate the way in which two chemists identify a research problem and then plan an experiment including the apparatus to solve the problem. The emphasis therefore was on what might be thought of as scientific method rather than merely on how to prepare xenon and krypton compounds. The material was new enough that students were unlikely to have had much if any contact with it before, and it was difficult enough that few students would be able to follow it easily without having had extensive exposure to the topic. We expected, therefore, that since all students would be able to grasp some of the material easily, but would have difficulty with at least part of it, the film would enable us to get a range of student behavior in situations varying from the easy to the difficult.

Students viewed the eight-minute film individually. They were asked to view it just as they would any instructional film. They were allowed but not required to take notes; in general, most students did take some notes during the film. During this eight-minute period, a videotape was made of the student watching the film. At the completion of the film, students were asked first to answer some very general questions on the nature of the film and then to recall as much as they could about the film. They were asked to do this first without notes, and then were allowed to use their notes to amplify their statements in any way. The experimenter noted the accuracy of students' recall by checking against a list of major elements of the film and making notes covering any other comments or errors made during recall.

The IPR procedure was next explained to the student and the videotape replay begun. The replay interview was standardized. Ten critical points in the film were chosen at which the videotape was stopped for all students; these were central points in the logic of the film, points of possible confusion, and points of shift or change in presentation. Thus all students' responses at these ten points were obtained. In addition, the replay was stopped with each student at any other points which seemed significant to the experimenter because of behavioral or other intuitive evidence, and also at points indicated by the student as being important in her learning. The experimenter held the control box during this replay, stopping the videotape at her discretion. At the end of the first replay the videotape was rewound and a second replay, controlled this time by the student, was begun. By this point in the interview the student understood the nature of the task and so was allowed to stop the videotape as often as she pleased during the second replay. Subjects frequently were able to suggest useful additional information on the second replay. We felt that with these two replay procedures we were successful in finding points important both to the experimenter and to the subject. The entire 75 minute experiment, from the beginning of the film through the end of the replay interview, was audiotaped.

Analysis Procedure

The experimenter who had worked with the students did not know which students represented which cells in the sampling design, although she was familiar with the general design. This experimenter drew up the format to be used for the basic analysis. A large chart was prepared with spaces provided for summarizing the responses of each subject to the questions asked in the recall interview plus other information available in the 12 interview audiotapes. The chart included provisions for describing 11 aspects of the interview:

1. Information on the subjects' academic background in chemistry and the relevance of this film to the academic background,

2. The subject's statement of the theme or purpose of the film and (as an indirect means for getting the same conceptual information) the subject's ideas on the possible use of this film in teaching,

3. The subject's general reaction to the film,

4. Recall of film content with and without notes,

5. Recall and understanding at five change points in the film,

6. The subjects's estimate of what might come next in the film (this after the introductory portion of the film),

7. The extent to which diagrams were meaningful, and students' typical reactions to such visual aids,

8. Reactions to the two participants in the film,

9. Use and emphasis placed upon terminology and other complex details,

10. Response to instructional material too difficult to understand,

11. Reactions to the apparatus shown in the film, and the extent to which the apparatus was meaningful.

In addition, a second summary chart provided an opportunity to record other information volunteered by subjects in describing their learning behavior, and included provisions for the experimenter to note conclusions regarding general strategy, the role of affective responses in learning, and general notetaking behavior.

The experimenter who had worked with the students (Experimenter 1) listened to each 75 minute tape, noting responses to each of these categories, and drawing conclusions for the summary chart. A second experimenter, unfamiliar with both the sampling design and the students, listened to six of the 12 tapes (one from each of the six cells in the design) and made similar notes and summary conclusions independently of Experimenter 1, so that comparability of notes could be examined as an informal objectivity measure. While the two experimenters' notes, being qualitative, were not identical, it was concluded that the notes were highly similar and thus indicative of acceptabl objective recording and analysis process.

In order to test the assumptions that the self-reported strategy and learning effectiveness would appear in the learning situation to which they were exposed, three analyses were carried out by the three experimenters involved in the study.

Validation of the first assumption, that the students could be cahracterized as scanners and focusers on the basis of interview behavior, was attempted by judging each subject's response in the first replay section of the interview as recorded on the data chart, omitting the summary chart. The original experimenter and two additional experimenters used the data charts prepared by Experimenter 1 (for all 12 subjects) and by Experimenter 2 (six subjects) to determine whether the subjects were focusers or scanners. The results of this judging were as follows:

Experimenter	Prior knowledge of sampling design	Tapes listened to prior to judging	Correct judgments of 12 subjects
1	Yes	12	10
2	No	6	8
3	Yes	0	6

Judging ten of twelve correctly is significant at the 5% level by the sign test; this finding suggests that there may have been a great deal of information recorded on the audiotape which was not amenable to quantification but which contributed significantly to correct judgment of strategy. The results also confirm the dictum that more information leads to more accurate judgments. It is important to remember, of course, that these findings may also be the result of an exceedingly small sample and thus may not be confirmed in cross validation, although they make logical sense.

Making a similar judgment with respect to flexibility and inflexibility tentatively suggested that it is easier to predict the inflexible group than the flexible group. Results here were not as definitive, being consistent for only two of the three judges, and were not statistically significant.

High and low learning effectiveness (grade point average) was estimated with some success from the protocol record. In judging whether subjects had high or low averages, Experimenter 1 predicted correctly ten of ten subjects, and Experimenter 3 predicted six of ten correctly (two of the twelve cases had middle grade point averages and so could not be dichotomized as either high or low). Again the result for Experimenter 1 was significant by the sign test at the 5% level. Experimenter 2 did not participate in this rating.

Results and Implications

The twelve 75-minute audiotapes and our subsequent analysis of them provided interesting insights about the instructional process. Not only did we obtain data on the many variations and implications of learner strategy, our original emphasis, but we also found unexpected implications in other areas such as notetaking behavior, attention, the role of affect in learning, and--perhaps most important--teaching strategy. This latter discovery may well have been the most useful finding of this pilot study.

Learner Strategy

Verification of Initial Strategy Classification.--Among our 12 subjects we had six scanners and six focusers as defined by the self-report. One of our initial hypotheses was that individuals who on the self-report questionnaire indicated a general set toward scanning or focusing would bring that set to the way in which they viewed the instructional material. Thus we should be able to recognize scanners and focusers from their responses to the film. We anticipated, for instance, that focusers would be much more interested in detail than scanners, and that scanners would more often have accurately grasped major points or themes in the film. But such statements describe product rather than process; we perceived the strategy of focusing and scanning more as a process-oriented typology than a product-oriented typology. One of the major differences between processes in these two strategies would be that for the scanner, the main theme of the film would be "figure," or the central elements, and the detail would be "ground," or background. For the focuser, the details would be "figure" and the main theme "ground." Thus either a good focuser or a good scanner would be able to grasp the main theme of the film as well as its details, but with different emphases.

The results of the judging analyses confirmed these hypotheses. On the basis of the students' behavior described on the data sheets, the experimenters were able to make reasonably accurate assignment of subjects to learner strategy. Thus the students exhibited in the IPR's the behavior hypothesized to be characteristic of their learner strategy. It is important to note, however, that only for Experimenter 1, the person who had originally worked with the students as recall interviewer, was judging success significant statistically. This result suggests that while the behavior defined and analyzed on the data sheets carried some indication of learner strategy, there was far more information of a more subtle and perhaps personal quality on the tape recordings and in interaction with the learner than in the data taken from the recordings, and this subtle information contributed substantially to the correct estimation of learning strategy.

Further analysis of the reasons for this range of judging accuracy demonstrated the importance of strategy as it relates to efficiency, or grade-point average. There was observable consistency in judgment success or failure varying with grade point average. In general, we discovered that for students with high grade point averages, strategy was more predictable than for those with low averages. For Experimenter 1, the two cases missed were low grade point averages; Experimenter 2 judged correctly all those with high grade point averages, all his errors were low grade point averages; for Experimenter 3, three of his four correct judgments were students with high grade point average. In our speculations as to why this was true, we were not sure whether this was because those students with high averages might have a better or clearer strategy, or whether they were more able to describe themselves more accurately on both the questionnaire and the interview. It should be noted that prediction is a function both of the self-report scale and of the interview protocol; either of these could have been in error. It is not clear where the error lies, or why the error occurred, but this finding deserves to be pursued further.

As a second way of describing the extent to which the learning strategy is apparent from the audiotapes, the sections of the summary chart describing subjects' strategies as determined by Experimenters 1 and 2 are reproduced in Table 1. The two experimenters listened to the audiotaped recall sessions and summarized briefly for each subject the strategy suggested by the subject's comments and answers to questions. The statements reflect a total impression of learning strategy gathered through the entirity of the interview. It will be noted that for Experimenter 1 there is material in almost every subject's summary which designates her correctly as a scanner or focuser; in the case of some subjects there is material for both scanning and focusing, but generally it is clear from the comments which is the stronger tendency. The material from Experimenter 2 is not as clear for the focusers as it is for the scanners; apparently the focusing set did not appear as strongly in the audiotapes as did the scanning set.[1]

The close relationship of these observed strategies with self-reported strategy suggests that the observed strategy was based upon more important information than the original judgment of strategy, which was based only upon responses to specific questions in the replay interview. Listening to the tapes, and in the case of Experimenter 1, interacting directly with the subjects, seems to provide a wealth of detail all of which combines to form

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[1] Another explanation is that while Experimenter 1 was familiar with the strategies postulated in the study, this information was withheld from Experimenter 2.

Table 1

Summaries of Learning Strategies by Two Experimenters

The summary notes made by Experimenters 1 and 2 for the two strategy groups of subjects are reproduced below. By reading the two columns in parallel, one will note the consistent differences between the two groups even though there is some variety of behaviors within each group. Read down each column separately so as to compare focusers and scanners as overall groups. In each column, those comments consistent with the strategy type listed in the column are printed in capital letters; the comments referring to the opposite strategy are underlined.

It will be noted that for Experimenter 1 there is material in almost every subject's summary which designates the subject correctly as a scanner or focuser. For two subjects there is material for both scanning and focusing, but in general the summaries correspond very closely to the strategy type. The material from Experimenter 2 is not as clear for the focusers as it is for the scanners; apparently the focusing set did not appear as strongly in the audiotapes as did the scanning set.

Focusers	Scanners
Subject A: Flexible. Medium Grade Point Ave.	Subject G: Flexible. High Grade Point Ave.
Experimenter 1: Has no idea of themes, problems DETAILS USED AS THE BASIS FOR UNDERSTANDING (i.e. those details that are understood)	Experimenter 1: MUST KNOW WHAT THE EMPHASIS OF THE LESSON IS GOING TO BE (themes or details) Subject stated: "IF I COULD LEARN THE IDEAL WAY, I WOULD JUST SIT BACK AND LEARN" Tries to tie new information to knowledge from previous background CENTERS ON MAJOR CONCEPTS--THE DETAILS ARE FOR SUPPORT ONLY
Experimenter 2: Listens for understanding. However, little was understood from this film, thus no systematic learning strategy was revealed	

Focusers

Subject B: Flexible. Low Grade Point Ave.
Experimenter 1:
Needs topics and examples as well as facts
USES FACTS TO REMIND HER OF PRINCIPLES
Topics are for structure of the entire lesson
Facts supplement principles

Subject C: Inflexible. High Grade Point Ave.
Experimenter 1:
DISAVOWS INTEREST IN FACTS BUT TAKES THEM ALL DOWN
DOESN'T LOOK FOR CONCEPTS
Selects topics, facts, but ignores themes
IF A CONCEPT IS PRESENTED ABSTRACTLY OR INDIRECTLY, HER RESPONSE IS "SO WHAT"
Ignores facts perceived as irrelevant
IN INTRODUCTORY SECTION, FEELS TEACHER ISN'T DOING MUCH SO DOESN'T LISTEN

Subject D: Inflexible. Medium Grade Point Ave.
Experimenter 1:
GETS THEME OF THE LESSON THROUGH ATTENTION TO DETAILS
Assumes she has an adequate ability to grasp major themes (she is often wrong)

Scanners

REVIEWS HER MIND CONSTANTLY FOR GENERAL THEME, PURPOSE
Asks "have I got it?" i.e. she has an objective awareness of self in the learning situation

Experimenter 2:
Wishes to know what information instructor wants learned, what kinds of tests are to be given, and types of questions to be asked; gears notetaking and attention to satisfying these goals.
GRASPS ESSENTIALS AND TUNES THE REST OF THE DETAILS OUT, with a view to picking them up elsewhere if needed
Decision-making during learning is based on past experience and in WHAT SEEMS TO BE ESSENTIAL in the film
COMBINES ALL FACTS AT END OF FILM

Subject H: Flexible. High Grade Point Ave.
Experimenter 1:
WANTS TO "TIE THINGS TOGETHER"
USES DETAILS AS SUPPORTIVE OF CONCEPTS
Problems occur when details are wrong
Some CONSCIOUS EFFORT FOR THE "BROAD PICTURE"

Focusers

Experimenter 2:
NOTES BECOME MAJOR FOCUS FOR LEARNING, RECALL, AND UNDERSTANDING
Maintains a thread of understanding throughout
Relating to prior learning is essential to new learning

Subject E: Inflexible. Low Grade Point Ave.
Experimenter 1:
FACTS ARE THE REAL CORE OF LEARNING
GETS THE GENERAL PRINCIPLE FROM NOTES ON THE FACTS when reviewing lectures later

Experimenter 2:
Pays attention but feels she has to write something down
FOCUSES ON CORE ELEMENTS
Major approach is to learn from notes

Scanners

Subject I: Flexible. Low Grade Point Ave.
Experimenter 1:
If material is new, she takes material piece by piece as it comes in
PLACES SOME EMPHASIS ON MAIN CONCEPTS (but great confusion of concepts with details and reasons for flow, logic of film)

Subject J: Flexible. Low Grade Point Ave.
Experimenter 1:
THINKS ABOUT THE FLOW OF THE FILM
Trying to figure out what's going on:
ONCE SHE HAS THE OVERALL PICTURE, THEN SHE LOOKS FOR SPECIFICS

Experimenter 2:
Initial efforts are in TRYING TO UNDERSTAND WHAT THE FILM IS ALL ABOUT
Attempts to PICK UP GENERAL CONCEPTS RATHER THAN DETAILS

Subject K: Inflexible. High Grade Point Ave.
Experimenter 1:
Attends to the "BIG PICTURE, TO GENERALITIES" but takes no notes on them--notes are on things that must be recalled

Focusers	Scanners
Subject F: Inflexible. Low Grade Point Ave. Experimenter 1: Likes a clear explanation Anything not clear is ignored If she doesn't have the right answer (either facts or major principles) she wagers a guess	The "big picture" is subject-bound, i.e. any concept of the "big picture" is limited to realm of academic area Experimenter 2: Attempts to GRASP THE MAJOR THEME QUICKLY AND ACCURATELY THE FIRST TIME THROUGH Minimizes notetaking; in studying usually underlines, outlines, memorizes by repetition
	Subject L: Inflexible. Low Grade Point Ave. Experimenter 1: SAYS SHE CAN USUALLY GET GENERAL THEMES IN A LESSON (Though in the film she didn't seem to get the theme) SEEMS TO BE AWARE OF THEMES but doesn't grasp them in depth--THEN GOES TO DETAILS that for some reason may be relevant

a more accurate impression of strategy. Ideally, of course, it would be useful to devise a means for scoring protocols to include these **subtleties** of detail and thus to provide more accurate assesments of strategy.

In summary, observed strategy descriptions, taken from the totality of each taped interview, provided a useful means for strategy description. Clearly there is a wealth of information about strategy yet untouched by the procedures used in this pilot study. We concluded that strategy was a less apparent characteristic of the protocols than we had at first thought it might be, but that it was present and was consistent with at least the self-reported focus-scan dimension. Flexibility, however, did not appear to be clearly represented in the protocols. Learning effectiveness was the most apparent characteristic and as one would expect was consistent with learning behavior in the general academic situation.

Variations in Learner Strategy.--One of our interests was whether the focus-scan dimension would be adequate for describing the strategies found in the cases we selected or whether other strategies would appear. There were indeed variations in the strategy which will be noted below, but in general we felt that the focusing-scanning dimension is a major one. As our original intention was to use individuals at the extremes in the strategy continuum, we are not certain what the individuals in the middle are like. It is our guess that as one works from the "extremes" toward the "middle" the two strategies become increasingly overlapping. Thus there may be people in the middle who use the two strategies interchangeably, depending upon certain kinds of cues within the material or certain orientation sets which they bring to particular subject-matter areas. The continuum may consist of the following: at one extreme, people who are strongly focusers, but who do have some tendency to pick up topics or sub-themes, although perhaps not paying as much attention to the overall direction of the material; a group in the middle who sometimes pick up overall themes and in some instances emphasize detail, perhaps using the two strategies interchangeably; a group still farther toward the scanning end, generally oriented toward the major theme of the material, but who occasionally, for one reason or another, drop into a detail pattern; and, finally, at the other extreme, are people who are largely oriented toward picking up the major themes and who use details only rarely to add information as needed.

We had originally thought of flexibility as an important second interrelated dimension. While we are still not certain of the relationship between the two dimensions, strategy and flexibility, there is probably a high correlation between them. The flexibility dimension may be more important where it determines whether a student is rigid or shifts strategy based upon the academic situation at hand. We estimate that this is most likely to occur with students at the middle of the focus-scan dimension.

Learning strategy may also vary significantly with academic area. Students told us that they brought different sets to different kinds of material; with science or mathematics material they were much more likely to attend to details than they were in social sciences or humanities material.

We also noted variations in behavior with respect to students' attempts to recover material they did not understand, or when they had "tuned out" the film while notetaking. Students would fill in with rather clever attempts to integrate the material and bridge the gap. For example, at one point when a vacuum container used to enclose the apparatus was shown, the student reported her understanding that this was intended to exclude the air from the compounds being formed. While this is a logical conclusion based upon the fact that oxygen had contaminated earlier experiments, the vacuum container actually was merely being used to maintain the low temperature necessary for the experiment. The student had been lost at this point, did not understand the apparatus, and glanced down at her notes at the point where the word vacuum was mentioned. Thus she was "tuned out" during the explanation of the use of the vacuum container. In other instances, students gave us much less rational explanations, giving more logically incoherent material but with an air of confidence which suggested that they had developed the technique of feigning understanding in order to appear knowledgable to a high degree. Still others were completely baffled by the film and would merely go blank in response to our questions; possibly this behavior is related to self concept as a learner, to confidence in being able to give a rational explanation, or to level of aspiration.

As discussed further in the next section, we noted variations in strategy related to the difficulty of the material. Thus students apparently reacted differently depending on how much they were understanding. A student would shift from scanning to grasping at any details understood when the material was incomprehensible. This shift in strategy may be due to an attempt to reduce memory load by holding only a few known items and it may be combined with learning ability in such a way that the shift occurs earlier in some persons than in others. But this is sheer speculation. We did note that the shift occurs with increases in difficulty, but we do not know its correlative factors.

Implications of Learning Strategy.--The continuum and variety in learning strategy examined in this study have practical implications beyond the consideration of strategy as a behavioral variable. The practical questions raised originally may be answered at least in part, and some implications of learner strategy for the classroom situation may be drawn. Despite many variations in learning strategy, the original continuum of focus-scan strategy was upheld. Variations were more closely related to the extent to which a focus or scan strategy was used, rather than suggesting new important strategies.

The distribution of students on the focus-scan continuum takes a form much like the normal curve. While the study centered its attention on the extremes of this distribution, generalizations concerning the majority of the learners may be made. These learners seem to combine focusing and scanning techniques in various ways, and while our evidence did not describe what these ways might be, at least two possibilities were suggested. Some learners seem to combine the two strategies simultaneously, understanding the concepts and themes of the material but also absorbing and using more detailed aspects of the presentation. Other learners use both strategies by alternating between them in relation to the academic area, the demands of subsequent testing, the emphasis of the particular presentation, or their own mood. Further descriptions than this of the strategies used by learners at the center of the continuum were not possible with the evidence from this study, but since the majority of learners apparently do use both strategies it is imperative that these learners be studied further. It may be that at the "middle" of the focus-scan continuum learner strategy can be characterized by another variable independent of it.

While strategy was found to be a relatively pervasive characteristic, variation was clearly observable. Some variation occurs in conjunction with the flexibility of the individual and, therefore, is intentional variation; some variation occurs with academic area and with the student's perception of what will be required of him; and variation as an habitual strategy characteristic of some people often results in less effective learning because the chosen strategy is not always appropriate to the learning task. In some cases, strategy can hinder learning if it causes oversights of important concepts or details. This problem would occur most logically in persons at the extremes of the focus-scan dimension or with a highly inflexible learner, because strategies in these people would tend to be more fixed.

The study thus far has raised many more questions than it has answered. Among these questions has been the applicability of our findings regarding learning strategy to the classroom learning situation. The confirmation of focusing-scanning as a significant learning dimension implies that if these strategies are prevalent in learners, they should be a central consideration for the teacher in planning learning experiences. Since one of the most important considerations in strategy is the relative emphasis of concepts and details, the teacher could adjust classroom learning experiences to account for the various student needs associated with strategies. The teacher should provide indications of the major topics and themes as he progresses through his presentation, giving structure to the lesson and allowing students to fit the new material to the structure. In introducing details, the teacher should indicate their relative importance (perhaps using the chalk board to specify more details to be remembered) and should place details in their appropriate place in the structure of the presentation. Thus both scanning and focussing students should be given the opportunity to integrate the new material into their own strategy of learning.

For scanners, then, the teacher's statements of the topic and the drawing of concepts are especially important to the structure of the material. If details are felt by the teacher to be important, they must be emphasized since the scanner is not likely to place great importance on them and fit them into the structure to the entire presentation. Opportunity must be given the scanner for integrating the concepts presented into a larger whole. For the focuser, concepts and major themes should be emphasized if they are to be assimilated, as details may be the only means of absorbing information, and patterning of details into a structure is critical. Because of the focuser's attention to detail, the relative significance of different details must be emphasized so that his interest will be directed toward the more important. The focuser's integration of material must be a synthesis of details into a more coherent "package."

These more practical applications of our learning strategy results suggest that strategy probably plays a vital role in classroom learning behavior. This pilot study yielded a number of unexpected findings in several practical areas, and much of the behavior represented in these findings was closely related to learning strategy. We will, thus, turn first to notetaking.

Notetaking

The notetaking behavior of our subjects varied considerably, but we observed several consistent trends which we felt were important, particularly in their implications for classroom learning. The first of these was, as might be expected, that students take notes on what they perceive to be most important. The critical problem, however, is "What is important?" Here, of course, one must ask "Important to whom?" From the students' comments it seems clear that future testing is the expected end-purpose of learning, although this may not be what the teacher really thinks is important. Since the test is too often not a valid expression of the teacher's goals, but deals with details that are really only tangentially related to the main goal, we found many students trying to record irrelevant details.

The goal of teaching in the film was the understanding of how an experiment is put together and carried out. The actual names and institutions from which the experimenters came is quite irrelevant to this purpose. Yet we found many of the students putting this information down in their notes. Their concern with being able to catch these facts since they went by so fast undoubtedly prevented their properly attending to more important parts of the film that followed.

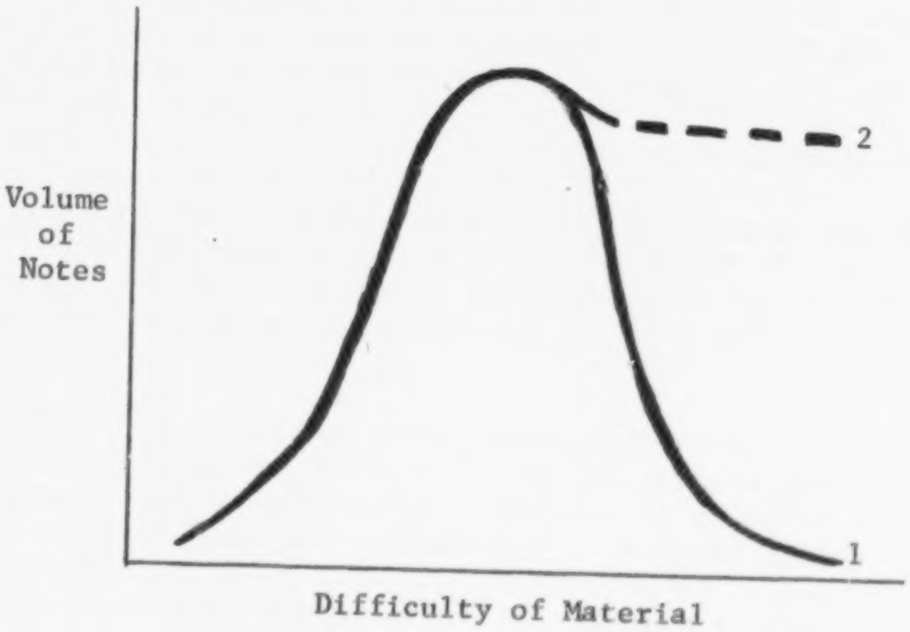
Students often described themselves as taking notes based on what they might be tested on--this "test orientation" means that even during the actual learning experience the student is thinking of possible test questions and is structuring his learning accordingly. If this is a consistent trend in actual classroom learning today, and to some extent it must be since these students are the products of 14 years of formal education, the implications for testing and instruction are obvious.

A second extremely important aspect of notetaking is the problem that students must take notes at the same time that they are listening to the lecture. The central question here is how the student manages to keep these two methods of communication straight in his mind. The concept of listening and writing at the same time is critical, we feel, because it is a process which indicates that two channels of the mind are being used simultaneously. The idea that the mind can do several things at once is a prevalent one, but is a very difficult activity to observe. In this experiment it appeared that the mind was often at work with at least two simultaneous activities. It was our finding that most students were attending primarily to the process of reception, that is, they were paying attention to the lecture; their writing processes then were secondary.

One of the students expressed this operation as a three-part operation. She stated that she would take in the information, store it somewhere in the back of her mind, and then when her notetaking reached the point at which this information was relevant, she would write it on the page. We perceived, in fact, that there may be two different strategies related to this notetaking-and-writing-down process. One strategy may involve a very straightforward assimilation of information and subsequent verbatim writing down of that same information when the time arises. The other strategy may involve an integration process between the two activities; in this strategy the information is assimilated, is integrated with prior information with a prognosis for forthcoming clarification or expansion, and then the notes taken are not verbatim but rather are a synthesis or are explanations by the writer to himself.

A problem arises when the students find that they cannot decide what is important, cannot get the material down verbatim in its entirety, or do not understand the presentation. The better students tend to try to write down the parts of the presentation that they understand, often at the sacrifice of "tuning out" succeeding material while they take notes. They tend not, however, to emphasize the area of confusion, but to go on as the lecture progresses, leaving a space that can be filled in later either from memory or from other sources of information--friends or textbooks, for example. The implication here is that the students, while writing and listening at the same time, also have a general feel for their progress in keeping up with the lecture. This awareness suggests that with some students there may be a third simultaneous mental function which keeps an overview of the progress of the lecture and the progress of the notes, and relates these to each other and to the student's activities at a given moment.

Another of the interesting phenomena observed in this pilot study was the relationship of the volume of notes taken and the difficulty of material on which the notes were being taken. Two general trends were observed here. The first trend, if plotted as a function of volume of notes and difficulty of material, forms a distribution very much like the normal distribution.



With very easy material the students do not take notes in any great volume because there is no need to take down that which is already known. As difficulty increases, the volume of notes increases as long as the student understands the content of the lecture. At some point of medium-difficult material, however, the amount of notes begins to decrease as the student pays more attention to grasping the ideas and puts notetaking aside for the moment until he can understand better what is being discussed. At the very difficult extreme of this function, there is a situation in which the information is so very complex and so very difficult for the student that he has little or no hope of understanding it, or for that matter of ever understanding it. It is at this point that the second pattern of notetaking behavior differs from the first. In the first pattern, the student takes little or no notes and either sits back and tries to grasp what ever he can or else entirely disregards this portion of the lecture. In the second pattern, at the point of difficulty and confusion, the student tends to take down anything at all--facts, details, sentences, formulas, or even random words from the lecturer's presentation. This pattern of notetaking may be regarded as a "panic reaction," since these notes are not rational but rather appear to be a desperate attempt by the student to gather anything he can get.

We are not certain of the extent to which these two notetaking patterns are related to the focus-scan strategy dimension. We would hypothesize, however, the in general the first pattern describes the scanner and the second is more charateristic of the focuser. Evidence from our low grade point average subjects tends to confirm this hypothesis.

Examination of the notes actually taken by the students revealed a very wide variety of content. Of course, very complete **notes** were almost impossible for the students to gather, since the learning situation was only about **eight** minutes in length. This drawback aside, however, there was an amazing variation not only in volume but in content of the notes. In one informal analysis of content, the notes of the ten subjects who did take notes were ranked according to the amount of emphasis upon theme, topics, and general principles at one extreme, and at the other extreme, emphasis upon formulas, details, and factual material. These ten students were then also ranked by grade point average; the rank correlation between these two variables was found to be .44. While this correlation is not significantly different from zero for N-10, we feel that it indicates the possibility of a functional relationship between notes and grade point average. Higher grade point average was related to notes consisting primarily of topics, principles, or themes from the lecture, while lower averages related to the notes on details, facts, and formulas. This general finding also parallel our early difficulty in discovering highly effective inflexible focusers and low effective flexible scanners in our sampling design.

The relationship of notetaking, effectiveness, and strategy is one which we expect to pursue with further investigation.

The last observation on notetaking is related to the problem that the learner faces in having to write at the same time he is listening. It has been suggested that the individual when taking notes must "tune out" that portion of the lecture being presented to him; this would mean that for at least a very brief moment the student taking notes is not listening to the lecturer's actual words. If this is the case, we would assume that notes which are more lengthy (i.e., expressed in phrases or sentences rather than in words or details) would be indicative of a longer period of "tuning out" the lecture, and the individual who is able to tune out for longer periods of time would also be the person who would be more efficient in his notetaking behavior. Our observations supported this idea in general.

Related to the ability to "tune out" was another notetaking strategy similar to the three-step strategy (reception, integration-synthesis, and writing) described above. Some students reported what might be called a "threshold effect" in their notetaking. When called upon to learn a complex principle or to understand the function of a piece of apparatus, these students (particularly scanners) tended to watch and think, delaying all notes until they had reached some critical point or threshold when they felt they understood the concept and could now express it in notes. After this threshold was reached, the student might entirely tune out the succeeding part of the discussion, having come to a decision that she understood and had enough information to handle the concept adequately. This delay-until-threshold strategy was closely related to the scan extreme of the focus-scan dimension and was also observed to be closely related to higher grade point average.

Attention

At one point in the film, one lecturer discusses a result of his experiment, illustrating his findings by pointing to two graphs posted on the blackboard. These graphs demonstrate the idea that because the two graphs have different properties charted on them, that the compound examined in each is not the pure compound. In the film it seems to be assumed that the use of this visual aid will help the student understand the content of the verbal discussion; this is the general theory behind using visual aids for complex teaching situations--the student will be receiving information through two modes--visually or aurally--rather than just aurally. At this point of the lecture in the recall interview, the interviewer asked each subject questions about her attention in this particular situation and generally when visual aids are presented. The variety of responses elicited could be categorized in four general strategies of attention.

In the first pattern, the attention of the student is drawn to whichever mode presents information which is better understood; for example, if the student understood the verbal explanation and was confused by the illustration, she tended to ignore the illustration and tried to secure her understanding from the verbal situation entirely. This behavior was reversible in case the verbal discussions were unclear and the graphs made the discussion clearer or more understandable. The second pattern in this situation is illustrated by the student who both watches and listens at the same time, maintaining a balance between these two means, and not leaning perceptibly toward one or the other of the means. The third pattern is illustrated by the individual who automatically attends to the verbal and always ignores visual aids, whether they be charts presented, as in this film, or illustrations or charts presented in a texbook; the logical antithesis to this type of behavior is the fourth pattern, that of tending only to the visual whenever there is a visual presentation, to the entire exclusion of the verbal means.

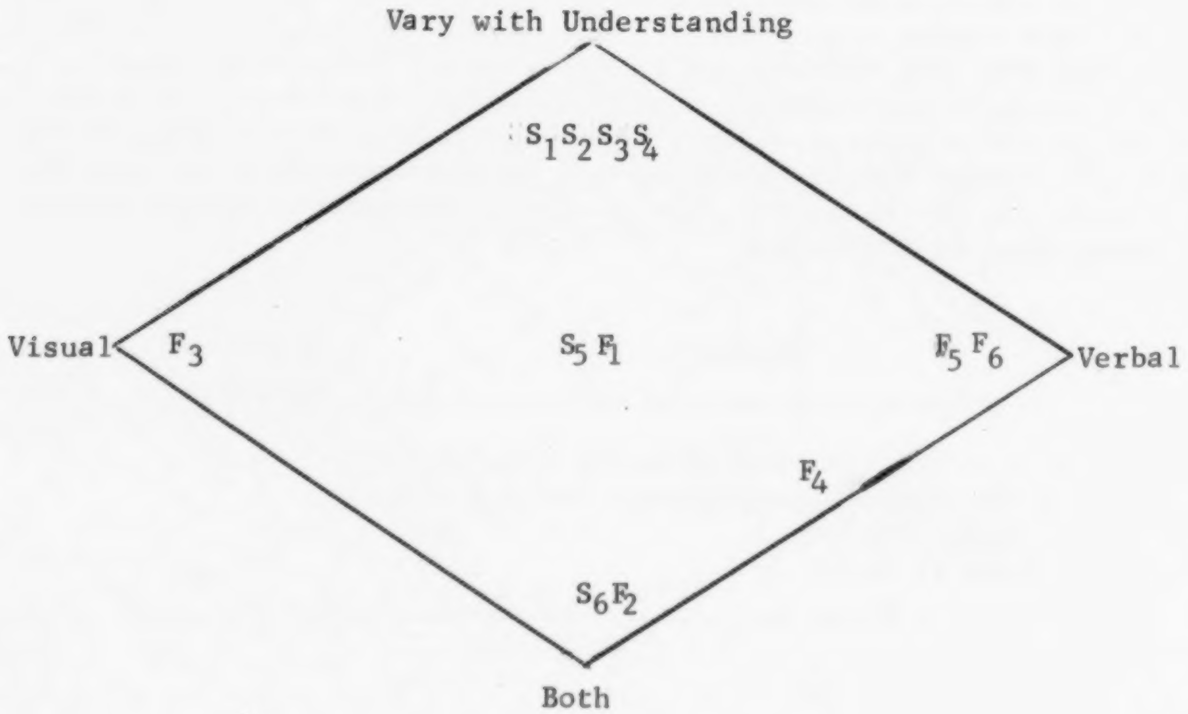
There was a very clear relationship of attention pattern with the self-reported learning strategy. We found that of our six scanners, four indicated that their attention in a situation such as this was determined by whatever was understood best. If they understood the verbal presentation more than the visual, which was more often the case in this particularly complex film, their attention was drawn to the explanation although the visual image was not entirely ignored; if the visual presentation offered some clarification or more meaning than the verbal, the student attended to more meaningful visual means. One of the two remaining scanners indicated that she attended to both the verbal and visual presentation, occasionally varying her attention to what was understood, and the sixth scanner indicated that consistently her attention was upon both verbal and visual means and in no perceptible way did she vary from one or the other. The scanners' attention strategies may be summarized as follows:

Strategy	Number of Scanners
Vary attention with material understood	4
Attend to both; occasional varying with understanding	1
Attend to both	1

We found that our six focusers were less consistent in their strategies of attending:

Strategy	Number of Focusers
Vary attention with material understood	0
Attend to both; occasional varying with understanding	1
Attend to both	1
Attend to both with more emphasis upon verbal	1
Attend to verbal exclusively	2
Attend to visual exclusively	1

The focusers thus generally were less flexible in their attention pattern, tending for the most part to use one pattern consistently. In only one case did a focuser indicate varied attention with whatever means was clearer; this result contrasted with the scanners, whose patterns were highly flexible. The four basic attention patterns are summarized in the following typology, with the six scanners and six focusers represented by their position on the typology:



This typology demonstrating the relative strategies of the 12 subjects shows that the scanners tended to vary their strategy with the material understood, or to attend to both means, while the focusers' attention strategies were widely diverse.

In summary, the attention pattern appears to be closely related to learning strategy. The ability to vary one's attention with the mode understood, or to balance attention between two modes was highly related to scanning as a learner strategy, while focusing as a strategy was not clearly related to any of the attention patterns, except the low efficiency tended to be associated with the strategy which focuses on one means to the exclusion of the other entirely.

Affective Responses to Learning

There were three major observations based on our study which are of interest with respect to the role of affect in the learning situation. These were the influence of affect on the development of a protective set, the influence of affect as a motivator in learning strategy, and the influence of affect on the attention process.

The Protective Set.--Unlike the usual class situation where the students can generally hide from the instructor, there was no way for the student to assume a protective retreat into a corner in the individualized testing situation we structured. Thus we observed a number of students apologize for failing before any failure occurred, or express a dislike for the situation thereby perhaps hoping to be excused from the learning exerience. The protective strategy adoped in most instances was that of trying to anticipate the kinds of things that might be asked on multiple choice tests following the examination period. (We almost fell into that trap as experimenters but asked instead for total recall.)

This preparation for failure seemed to be prevalent among both the successful and the unsuccessful. Thus even students who correctly understood the entire film frequently claimed they did not. The anxiety aroused in the situation led us to the two findings which are discussed next.

Effect on Learning Strategy.--It appears that anxiety impells some individuals to adopt the extremes of the strategy which is natural to them. Thus one of our scanners rebelled at the thought of having to observe a chemistry film; the rebellion excluded the learning of details not perceived as relevant to the learning objectives and concepts expressed in the film. Thus the affect in this situation impelled her to concentrate more than usual on the generality and the "bare bones" of the film. By contrast, one of our focusers showed a great deal of anxiety over what was important and what was not important. She similarly reacted negatively to the learning situation, having difficulty distinguishing the important from the unimportant points. She resolved this disbute by taking down all of the facts that she could, rather than attempting to separate the important from the unimportant ones.

Effect on Attention.--One of the common results of affect is the narrowing of the perceptual field. In the case of a movie or television, this narrowing may have the effect of heightening the attention of the individual to the stimulus being presented resulting in more learning than if the affect had not been aroused. We noted no case in which the students ceased to try to learn or apparently did not learn from our film, even though we observed a great deal of negative reaction to the film's topic. It may well be, therefore, that particularly in the learning of factual material, the development of a situation in which affect appears, even if it is negative affect, may have a positive result.

Parenthetically, it must be noted that a narrowing of perception is probably the opposite of the condition we would hope to create when we wished some sort of creative process to take place. The folk wisdom of teachers suggests that lectures are appropriate for factual material but that in order to get higher level learning, such as synthesis or creativity, some sort of interactive process allowing for the moderating of negative affect may be important. Considering the goals of this particular film clip, the raising of negative affect may have been facilitating rather than debilitating to the extent that it may have made students pay attention to the facts of the film. Since in this instance, an understanding of process rather than the facts was the goal of the film, the right things might not necessarily have been learned.

It should be noted that this was an extremely difficult learning task for the students. We chose the first eight minutes of a 30 minute film which in its entirety would have given the students far more repetition of information and thus more opportunity for understanding. Students felt that there was little time for them to stop and take notes or think without losing the next step in the film. In part, this was due to the fact they had missed the major point of the film, which was to demonstrate the scientific process. To the extent that the student tried to get down all the details regarding xenon and krypton, she had a much more difficult task than merely following the main stream of how an experiment develops.

The major theme and the brief film aside, however, it is not unusual for films to be literally packed with information (due partially to the extremely high cost of producing instructional films). This problem is relevant for learning, since the learner needs some repetition of ideas, or slower presentation, or the use of black film space[1] to give him time to catch up on understanding and notetaking, and films do not often provide these. Affective reactions of frustration and dismay made us realize that instructional films may thus be poor examples of teaching if students are oriented to the details of their content.

Inferences Regarding Teaching

One of the most interesting, though accidental, findings resulting from the IPR study was that it gave us an insight into the confusion students encounter in attempting to learn. The kinds of misunderstandings we observed seemed to be representative of general principles that perhaps ought to be structured into a useful form for those who seek to teach--a book for educational film directors or into methods books for teachers. The bulk of the methods books for teachers, for example, do not appear to include these kinds of principles.

These possibilities suggest that the IPR process may have considerable potential for a study of the teaching process. The following are a few of the conclusions we drew from our observations.

I. The use of the chalk board can be improved. We noted several principles with respect to the use of the chalk board. It may sound like a simple thing, yet the use of the chalk board can either help or confuse the student. A few simple principles might markedly improve teachers' chalk board use:

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[1] The possibility of using black film after major ideas have been presented offers interesting possibilities for the production of instructional films. The obvious advantage is the brief periods for notetaking would help students avoid loss of information because of filed detachment. But perhaps of greater benefit, the black film would serve to convey to the student that the film maker has presented material which he considers important enough for students to note. This might "force" students, in retrospect, to analyze the immediately preceding material.

A. Begin to draw pictures at the point in the picture you wish to emphasize or to relate to the previous discussion. This was derived out of the development of a diagram in the film. The professor in the film drew from the top to the bottom and from left to right just as one ordinarily writes. The central part of the diagram which tied the picture to the previous discussion happened to be at the bottom of the picture. Thus he came to this last in his drawing. Meanwhile, the students were trying to figure out what the relationship of what he was drawing was to the material he had just been discussing. If the teacher had started his drawing with the essential portions of the apparatus, the diagram would have tied much better to the material that preceded it.

B. Put on the chalk board those things which are important to understanding the presentation and which, therefore, you want to appear verbatim in the notes. This principle was derived from comparing the things which appeared on the chalk board with what appeared in the students' notes. The chalk board tended to be used in the film for writing out formulas, or as a kind of doodling device (for instance, to note the experimental temperature). The formulas were not particularly essential to the development of understanding of the film, and the temperature, as such, was quite inconsequential--all the student needed to know was that the material needed to be kept very cold. Such important things as the relationship of the formula to the material which preceded it or where it fit the argument being developed were not put on the chalk board and therefore frequently did not appear in the notes. Students appear to be conditioned to take down verbatim whatever appears on the chalk board. Explanatory diagrams that are unlabeled in the film appear unlabeled in the notes; it appears therefore that explanatory diagrams should include headings and labels. Important information to be obtained from a lecture or presentation should be put down in outline form if this is what the teacher wants to have appear in the students' notes.

II. Breaks in the film or in a presentation are important. We found that any break, for instance to introduce a new narrator, provides the student with fresh hope for a new start, particularly if he is lost. Breaks should therefore be appropriately introduced at various points in the development of the material. We noted, for instance, students saying that when the narrator came in to explain a diagram that this was a welcome change and provided them with an opportunity for a fresh beginning. The students then look for some repetition in the material in order to give them a chance to catch up.

III. Make clear the major idea which the student is to get from the film. If a set is not introduced at the very beginning, be sure that the material placed at the beginning does not mask it. In some instances placing the major purpose somewhat later will be better than placing it right after the introductory material. This principle was derived from a study of the intorduction of the film. The film happened to be about xenon and krypton compounds. It was apparent that the director wished to capture the audience's attention by citing how rare it was that compounds of this nature have even been considered possible in the past. The fact that xenon compounds actually have been made is something which captured the interest of his student audience. Indeed it did and we found that the students spent time thinking back to what they knew about krypton and xenon and writing down in their notes the fact that this was what the film was to be about. It turned out, however, this was only an interest-catcher and the major purpose of the film was to demonstrate how two professors reasoned out the logical structure of an experiment and then conducted it. Thus the film was intended to serve primarily as an example of the structure of an experiment, whereas 10 of the 12 students saw it as intending to convey mainly information about making xenon and krypton compounds. Had the director interspersed some filler material of 15 to 20 seconds after the lead when he had captured their attention, and then stated the major purpose of the film, probably he would have been much more successful in conveying the main theme. With this theme placed second, as it was, the students tended to miss it completely. It is important, furthermore, that at the beginning the student be provided time to think through where the material to be discussed fits into his own general structure. This repitition of presentation of important material is again probably practiced by good teachers--important material spread out with fillers and examples which if "tuned out" during notetaking by those students who are trying to organize their thoughts will still permit them time to "tune in" when it is repeated.

IV. Students have built-in priorities as to what is important. Students seem to be particularly oriented to names, dates, facts, formulas and details which may or may not be important to the flow of the topic which is being discussed. One must either avoid touching these when they are irrelevant, or introduce them only at points where they are relevant to the flow of the argument. We noted, for instance, that our students tried to get into their notes the names of the two professors who were developing the experiment although this was utterly irrelevant to the whole point of the film. Other details as to when the experiment was done, and the temperature at which the experiment was carried out, were dutifully taken down and promptly forgotten. To the extent that these can be screened out or their lack of importance indicated by verbal cues, students' learning will probably be more effective.

V. Orientation statements, procedural statements and statements of the kind which lend a kind of background and orientation to the lesson are important to its understanding and important for getting at the major point of the film. These tend in many instances to be screened out, particularly by those who adopt a focusing strategy. Such students do not get these items into their notes and often disregard them entirely, although some of them indicated that they do try to pick this up from a recall of the lesson or from their reading. In part, apparently, this is a matter of deciding what is important to write down in the notes and partly a matter of what they can comprehend of the verbal material they hear. This would suggest, then, that procedural and orientation statements need to be reinforced by using the chalk board, providing outlines, or in some other way giving an emphasis to these orientation statements. Students tend to be oriented to securing facts and to remembering them. Thus, they tend to get facts into their notes. Facts in general are easily sorted out and easily recorded. Principles, or rules--in short things other than facts--probably need some kind of extra emphasis.

VI. The set which the student brings to the learning procedure is very important. The extent that the teacher can structure this before the lesson starts no doubt will markedly affect what gets into the notes and is learned. There is some research in the literature which indicates that such structuring does have some effect. We noticed in one student, for example, an orientation to pick up material relating to ionization because our original questionnarie had included a question on ionization as part of the information on chemistry background. The result was that this particular student put material in her notes dealing with ionization even though it was completely irrelevant to the text of the discussion. The influence of set is clearly a powerful one.

VII. Teaching situations involving two or more people or teachers are complicated by the fact that students are very much interested in the roles people play in an interaction situation. They spend time and energy trying to figure out the relative roles of the two people; this is reflected in their notetaking. In particular, they try to figure out, for example, who is the most credible source of material for notes. In the film, a British professor plays a very distinguished role, so when he speaks the students tend to think "this is important" and are more inclined to record his information than when the American says a similar thing. The American acts as interpreter; the Britisher has the facts. The students tended to be confused at the point in the film where the American switches roles and proposes a new experiment. Although all students seem to make inferences about source credibility, we believe it might have been only the brighter students who attended to the relative kinds of roles that the two professors played. In other words, only those who were bright enough had the extra time to pay attention to the roles. This is at least an interesting hypothesis we think ought to be pursued.

The IPR protocols are also suggestive of a number of ways of viewing the teaching process. One such structuring is to define three stages in classroom confrontation: (a) presentation-centered, (b) interaction-centered, and (c) pupil-centered teacher behavior. A good teacher may either move successively through all three stages as he gains familiarity with what he is teaching and gains experience, or he may start closer to the second stage if his pre-classroom preparation is very good. Other less adequate teachers may never escape the first or second stages.

In the first stage, the teacher is not familiar with the content and how to use it. He occasionally "tunes out" the students and attends primarily to what he himself is saying and how he is saying it. This stage is the least permeable of the three to modification by student feedback, for the teacher is primarily concerned with his own presentation or with directing the discussion. Any rational problem-solving in this stage is done largely in the context of preliminary lesson planning.

At the second stage, the teacher is more comfortable about teaching the content and is more concerned with student feedback. His response is to the class as a group, however, and he judges the quality of the lesson by group feedback and general student reaction. Classroom interaction is likely to be less pre-planned than in the first stage and the teacher reacts rather automatically, as if by habit, with intuitive rather than conscious thought about where or how to lead the lesson next.

Both of these stages are documented in our protocols. A third stage is an extrapolation of these data. At the third stage the teacher, comfortable enough to coast through the teaching situation with largely intuitive guidance, now regains active control, subject to student feedback. At this stage the teacher may also "leave the field," but here he will do so to make use of student reaction, for example to devise ways of modifying the lesson to include particular individuals who are not paying attention or do not appear to understand. Such modification continues with successive revisions of plans throughout the class session. The teacher at this stage is actively searching for clues regarding individual progress, and is revising the lesson accordingly.

This analysis suggests a possible "stages" approach to student teaching training. Training for lesson preparation would, as now, be given first, emphasizing presentation of content. At this stage feedback sensitivity training would be limited to that necessary for maintaining class control. Later when the student is comfortable with content presentation, his sensitivity training would be expanded, first to include feedback from the entire group and then to sensitivity to individuals and ways of using feedback for altering the lesson to suit the group.

Areas for Further Research

These principles are illustrative of the sorts of things that we found in a study of the student reactions. Had we intended originally to focus on these, we might have asked different questions of the students. Now that we are sensitive to this possibility, we know that there might be better ways of planning a study to develop the kinds of principles that we have seen are available through the IPR process. It is likely that a whole research project could be built around the use of the IPR process to develop a set of principles for educational film directors and teachers.

The major findings of this study have been the exciting new hypotheses for further studies. For example, we have already noted the possibilities for future investigation of learner strategy, note-taking behavior and its concomitants, attention, role of affect in learning, and the potential of IPR for deriving principles of effective teaching. We would like to list several other possibilities suggested by the studies undertaken thus far.

Clearly one of the interesting implications of the study is the extent to which we ought to try to match learner with teacher strategy. It seems clear that students do bring various kinds of important sets to the learning situation. It seems equally clear that teachers are probably generally unaware of these sets and do not do much, if anything, to cater to them. Certainly we could alert teachers to the sets regarding what is important, to certain kinds of rules and principles about how to use the chalk board, but this still would not completely solve the problem of the individuals who bring different kinds of learning strategy to the learning situation. Is it possible that most learning situations should be presented in two ways, one which would be of maximal value to the scanner and one of maximal value to the focuser? Would such teaching be much more effective than our present methods? The scanner seems to have the edge insofar as grade point average is concerned with the usual methods of teaching and the usual emphasis on the kinds of things that are important. Are there ways in which we can present material which would make them more effective for the focuser?

The relative frequency of scanners and focusers in the population is another question which lends itself to investigation. The extent to which one should modify teaching technique to appeal to one or the other is clearly dependent upon the extent to which these types exist in the population and the extent to which one values the desirability of teaching to all types of strategies.

Still another question is the relationship of accuracy of recall (and thus of achievement) to notetaking and to the attending patterns of the student during the instructional session. For that matter, it is not clear to what extent the many differences among students in the variables we observed are manifested in differences in learning. Every student is inadequate in various ways, and it appears that most students are highly flexible and can adjust for their learning weaknesses remarkably well. Further attention should be given the question of the extent to which the many differences among students actually make a difference when a final learning criterion is examined.

The extent to which learning strategies are open to change is an important question. We have noted that the scanner is likely to be a more successful student. Certainly the videotaping process would give the student evidence of his patterns of paying attention and notetaking which would help him to monitor his own process. Perhpas the videotape method would be useful in changing students strategies as well as in recording the strategy used.

All of our studies thus far have dealt with the two-person interaction in a presentation situation. The kinds of evidence which might be gathered in other interaction situations or with other teaching goals might be studied further. The two-person IPR employed in these studies limited our ability to generalize to classroom situations; for practical application our results must be regarded as hypotheses yet to be tested in group learning situations. The presentations were largely straightforward lecture aimed at knowledge of fact or principle; it would be most useful to apply the IPR technique to other teaching methods, as discussion or question-answer, and to other more complex educational goals, as concept formation or synthesis. Undoubtedly these teaching methods and educational goals involve more complex interaction and probably require greater mutual adjustment of strategies. It would seem that IPR would be of particular value in analyzing these situations because of its usefulness in helping the participant reveal the mental processes, as well as the feelings, involved in his learning.

Summary

This third IPR pilot study of the teaching-learning process employed a film as the teaching stimulus for 12 female college sophomores. The sample was chosen to represent the extremes of three dimensions chosen as potentially the most salient variables in learning style: learning strategy hypothesized as a continuum ranging from focussing to scanning; flexibility; and efficiency of learning as represented by grade point average. Information on these three dimensions was gathered on a self-report questionnaire dealing with typical learning behavior.

Procedure

Each subject was videotaped as she viewed the film. The recall session of the IPR consisted of three parts: (1) the experimenter asked several general questions to estimate the student's grasp of the film's main points, and then the student was asked to recall as much from the film as she could, first without, and then with notes; (2) the videotaped learning session was replayed, the experimenter stopping the tape at ten prespecified points plus any other points which, for that particular student, seemed to be important; and (3) the videotape was replayed a second time, the student stopping the tape to discuss points she considered to be important in her learning. Data for the 12 subjects thus consisted of information on each of ten prespecified critical points in the instruction, plus additional information on other aspects of each student's learning experience; these specific data were analyzed separately but were also summarized into general statements of strategy, notetaking behavior, and the relationship of affective reaction to learning behavior for each student.

Results

Stategies.--Analysis of these data yielded several general findings. First, the hypothesized continuum of learning strategy was confirmed; students exhibited learning behavior which would place them somewhere along a continuum from extreme focusing to extreme scanning. More information concerning a student's strategy was to be found by listening to tape recordings of her reactions than could be specified on data sheets, suggesting that learning strategy is a very subtle trait, manifesting itself in a wide variety of behaviors. Variations in learning strategy were found to be related to flexibility, particularly in those persons closer to the center of the focus-scan continuum. The entire continuum from extreme focusing to extreme scanning was hypothesized on the basis of our study of the extremes to include four or five gradations of behavior, the strategies toward the center of the continuum employing a mixture of the two extremes or vacillations between them. Students behaviors also differed widely in their attempts to recover lost material of varying difficulties.

Notetaking.--Second among the findings was a variety of information on notetaking behavior. The critical problem in notetaking seems to be how to determine what is important enough to take down. Many students are "test-oriented" in that this decision on the importance of the material to be noted is guided by past experience with the kinds of information required on examinations. The problem of writing while listening was also studied; students varied in their strategies of using both the "writing" and the "listening" channels at once. Some students incorperated a third step in the process, that of synthesizing the material heard before writing it down. As the material being heard, varied in difficulty, two strategies of notetaking were observed. The content of notes was found to be related to general learning strategy: the scanner tended to take down topics, themes, and main ideas and the focuser emphasized details, facts, and formulas ($r=.44$). The phenomenon of 'tuning out" or "field detachment" was also observed; students often "tune out" the lecture while taking notes, particularily on complex or abstract topics. Another effect in notetaking was that of a "threshold"; in listening to the explanation of a concept some students take no notes at first but listen intently until reaching a point, or threshold, when they feel they have the idea well enough in hand to write it down. The student may or may not listen to the remainder of the explanation after having reached the "threshold" point.

Attention.--Several strategies of attention were observed at a particular point in the film where a visual aid (two graphs) was shown and the lecturer discussed it. The four "strategies" of attention were (1) paying attention to whichever means conveys information more clearly understood (this implies momentary attention to both before one is chosen), (3) paying attention to the visual only, and (4) paying attention to only the verbal presentation. Among our subjects the scanners all used one of the first two strategies, while the focusers exhibited a variety of strategies, four of them restricting their attention primarily to one of the other single means.

Affective Responses.--The role of emotion, or affect, in learning had been confirmed in our two earlier pilot studies, and we did not seek originally to pursue this aspect of learning at the present time. Three observations were made, however, further demonstrating the varied role of affect in learning. First, the adoption of a "protective set" was observed in several of the students. They tended to admit failure before even failing, prefacing the answer to nearly every question with "I don't know...", or otherwise seeking to protect themselves from what they perceived would be a difficult experience. Affect was, in other cases, found to be a motivator of learning, forcing the student to adopt the extreme of his particular learning style. Third, the emotional component of learning was observed to result in narrowing of the perceptual field, thus forcing the students to grasp whatever was perceived at the moment, usually the details of the lecture presentation.

Teaching Principles.--As a result of our observations in this study, examples of general principles were derived which have application in the classroom. For instance the use of the chalk board is critical in a lecture. Students tend to place great importance on anything written on the chalk board, so teachers must be careful to use the board for emphasizing significant ideas or facts rather than using it as a device for noting unimportant details. Since the student tends to take down in notes whatever is put on the black board, the teacher should put on the board only those concepts or details he feels should be remembered.

The students indicated that their learning was often helped significantly by shifts in the lecture, changes of lecturers, or other breaks in the presentation. These transitions provided a chance for the student to review momentarily the material in the preceeding section and thus to grasp the structure of the presentation. Even more important, however, was the chance for a "fresh start" provided by a new lecturer, a new topic, or even a new mode of presenting the same topic. Students indicated that when they were confused in the lecture, these transitions gave them a hopeful feeling concerning the material to come, or provided a new point of view which might be clearer than the preceding lecture.

Students expressed concern about the "set" they should bring to a learning situation. They wished in most cases to know, for example, whether they should attend to details or not, or what would be required of them at the end of learning. Most students indicated that their set is typically determined by the anticipated examination, and learning without any set given proved to be frustrating for some. Related to the student's "set" was our inference that it is even more importance for the teacher to indicate the major idea or concept to be gained from the presentation. If the student misses a topic statement at the beginning of a presentation he generally has no way of discovering what was the major topic of the presentation. He consequently becomes immersed in the details of the lecture and is not able to grasp the main theme by piecing together its parts. Statements of the major theme should be repeated several times throughout a presentation, and the details of the lecture related to the major theme at all times.

Not all students are helped by general orientation statements from the teacher. Such statements are attractions that appear to have little meaning for certain statements. This means that the teacher must give extra emphasis in his presentation to the structure of the topic under consideration and the importance of the subtopics he discusses. Repeating statements of priority, or importance, and repeating orientation statements are needed to give form to the presentation and to help the student understand the entire presentation.

In presentations involving two or more participants, the student's learning is often complicated. In this study, for example, the students tended to stereotype the two participants as "knowledgable scientist" and "layman narrator" and became confused when the participants' behaviors were not entirely consistent with the stereotypes. Students also wondered which participant to believe in cases where the two appeared to disagree. Generally the technique of using two participants, ostensibly for the sake of student interest or to present two views in contrast, grossly complicates the presentation if any discussion between the two is used, and indeed it can confuse rather than clarify the concept being presented.

CHAPTER V

SUMMARY

Most previous studies of teaching-learning have been made of group reactions to teaching situations. The IPR process suggested a means by which we could examine what was occurring in the individual student at various points in the learning process. Through IPR we could examine the student's strategy of learning, the teacher's strategy of teaching, relationship of the two, and other variables as well. The IPR investigation of the teaching-learning process, including three pilot studies, was designed to answer some general questions: In what ways is the IPR technique useful in examining the teaching-learning process? What aspects of the process does IPR reveal?

Results from these pilot studies suggested that IPR yields useful information about learning strategies, teaching strategy, attention behavior, notetaking behavior, the role of affective responses in learning, and the role of feedback in learning, and that IPR suggests some principles applicable to the classroom teaching situation. This latter finding may have the most important and practical consequence of our explorations.

Pilot Study I

The first pilot study was conducted to determine the usefulness of IPR in studying teaching and learning processes. In addition to confirming the value of IPR, the pilot study demonstrated some interesting characteristics of teachers and teaching. Among the observations was the fact that a teacher alternately paid attention to and then "tuned out" the student's communication. At points when the teacher was planning his presentation, for example, he became preoccupied with his thoughts to the extent of excluding any awareness of his own words or the student's. This prevented his adequately paying attention to the student's reactions and raised our first doubts about the reality of our assumption that the teacher really is able to adjust his presentation to the student accurately even on an individual basis, to say nothing of on a group basis.

Learner strategy was observed and one clear technique defined--that of grasping points sequentially in the presentation and using these as a basis for grasping new knowledge. The disruption of this sequence leads to various types of behaviors and a variety of feelings depending upon the learner.

Several affective components of learning were observed. The learner in several instances tried to please the teacher and to encourage him, and in this effort often lost the theme of the presentation or misrepresented the extent of his knowledge to the teacher. The student's feelings about his own learning and about himself as a learner were also evident in recall. Of perhaps greatest practical importance were observations of the effect of feelings upon the learning process.

The feedback role of IPR provides valuable information to both the teacher and the student. The student benefits by being able to observe and see inconsistencies in his learning strategy, as well as from observing the way his affective reactions help or hinder learning. The teacher can see the strengths and weaknesses of his instructional methods, the effectiveness of his reaction to the learner, and can secure insights into his own affective reactions.

The technique as applied to younger subjects was investigated in an IPR involving a third grade student and her teacher. While the teacher and student both were comfortable in the original session, and the recall interviewer seemed to have excellent rapport with the child, the child was not able to give further information concerning her thoughts or feelings during the learning experience. This IPR confirmed our growing feeling that the technique is most effective with highly verbal adults of college age or older.

Pilot Study II

In the second pilot study an effort was made to control four elements of variety among learning situations and then to study the effect of these elements. Analysis of the four varied elements--topic, teacher, student, and learning time--was the primary purpose of the study; a second purpose was the observation of other aspects of the learning situation..

The importance of continuity in learning was observed in several of the IPR's. Ideally, learning involves a sequence of small steps of new knowledge; these steps are best arranged in some sort of obvious continuity. If the continuity is disrupted by lack of understanding or by a failure of communication, the continuity is broken and learning is more difficult.

Strategy was found to be closely related to content of the presentation; the teacher varied his strategy with the intrinsic structure of the topic and his perception of the student's understanding; the student also altered his strategy with the nature of the topic.

Affective reactions to learning were found to be closely related to the topic and as well to the strategy used by the teacher. The student might dislike the teacher's mode of presenting the material even though the topic itself is interesting; this reaction to strategy colors his learning of the topic material. The student whose strategy allows him to "coast" with familiar material often finds himself caught short because he missed part of the presentation; his resulting consternation further complicates his learning.

The "tuning out" or "field detachment" phenomenon observed in Pilot Study I was observed again, confirming the idea that this phenomenon occurs in many people in various situations of interaction. The teacher's field detachment occurs generally when he is familiar enough with what he is saying to be able to think ahead or to assess student reactions. The student's field detachment occurs at points of confusion or distraction, or may at times be a deliberate attempt to ignore the teacher or his presentation.

Pilot Study III

This pilot study was based on the assumption that learning strategy or set is a relatively consistent characteristic in the individual. Students were chosen on the basis of self-reported learning set and were exposed to a film as the teaching stimulus. The recall interviews for each subject were composed of three parts: getting the student's general concept of the film and her detailed recall, replaying the videotape with stops at set points in the film presentation, and a second replaying with stops at any points the student felt were particularly critical.

The continuum of learning strategy from focusing to scanning was confirmed although it was not as dominant a factor in the behavior as we expected. Rather, learning strategy appeared to be manifest in a wide range of behaviors, some very subtle. Variety in learning behaviors suggested that strategy varies widely among learners, perhaps due to additional variables such as flexibility or the nature of the material to be learned. Notetaking behavior was observed to vary greatly but centered on the problem of knowing what was important to take down. Notetaking was examined and students reported various solutions to the problem of having to write while listening; content of the notes also was found to be related to difficulty of the presentation, learning strategy, and grade point average. Four strategies of attention were observed among the students, and these were found to be related to learning strategy. Affective responses were found to play a peripheral role in learning--while feelings about the situation often caused some students to adopt a protective set, they served as a motivator of learning strategy for other students and as a force in narrowing their perceptual field. A number of teaching principles were derived from our observations of students in this study. These dealt with use of the chalkboard, the value of shifts or breaks in the presentation, the "set" brought to learning by the student, the value of teachers' statements concerning structure and priorities of importance with various aspects of the presentation, and the complications arising with several participants in the presentation.

A number of opportunities for new research were suggested by these pilot studies. It is our plan to continue studying the teaching-learning process further, for the IPR technique presents a valuable tool for investigating the dynamics of the teaching-learning relationship as well as the processes involved in learning.

APPENDIX A

QUESTIONNAIRE USED IN SELECTION OF SUBJECTS

Name ______________________________
Put your name on answer sheet too.

A project in the Educational Research Bureau is trying to find how students attack problems. Since students in education courses would be the most helpful in studying this, we are asking you to describe yourself on this questionnaire.

Students react to academic situations in a variety of ways. These questions ask what your particular way is; we are interested in learning how students react, so no answers are "right" or "wrong" -- they only describe you.

Please mark the answer sheet to indicate how descriptive each statement is of your typical behavior.

1	2	3	4
Strongly agree: this describes me very well	Agree: this describes me to some extent	Disagree: this does not describe me well	Strongly disagree: this does not describe me at all

Remember: your answers go across the page on the answer sheet.

1. I'm penalized on exams for giving only part of an answer when I should have given a broader, more general answer.

2. Regardless of the fact that it is considered a "good" practice, I hate to outline, preferring to write piece by piece to see where it will lead.

3. I start writing and find I've written myself into a corner.

4. When textbook material is too difficult for me to understand, I tend to get hung up on the early steps and go no further.

5. I cannot skim reading material; I must examine each word and sentence.

6. In reading, I try to master each idea before passing on to the next.

7. When text material is too difficult for me, I try to grasp whatever I can and at least try to get the big picture.

8. I find myself rereading paragraphs before leaving them.

9. In reading material with a summary, I read the summary first, and then start the main part of the material.

10. I tend to read closely and carefully.

11. I skim the material I read.

12. In reading or listening to a lecture, I find myself holding the whole picture being presented in my mind at once.

13. Confusion or involvement with a detail in a lecture can prevent me from understanding the whole lecture.

14. I am better at getting the main ideas of a lecture than at remembering the details.

15. When a teacher lectures on something other than what he originally announced, I feel uneasy.

16. When a teacher presents a topic in a certain way and then I read another approach in the text, it's difficult for me to make the change.

17. In taking an exam, I read over the whole test and then decide how to begin.

The following statements refer to nonacademic situations. Please continue as before, indicating how descriptive the statement is of your behavior...

18. I don't mind discarding an old way of doing things if I find a newer one.

19. I feel uneasy in new situations.

20. It bothers me to have different news commentators give different interpretations of the news.

21. I think I'd enjoy living in an underdeveloped country.

22. When I've planned my day, I dislike having other things disrupt my schedule.

23. Once I've decided how to do something, I'd rather not have people suggest other ways to do it.

24. When I get stuck on a problem which defies solution, I find myself using an answer over and over again even if it doesn't work.

25. I miss the point of jokes that are a play on words with double meanings.

Please complete the following questions on this page (not on your answer sheet):

I. My GPA is ______________.

II. I would be interested in participating in an educational psychology experiment.

Yes_______ Maybe________ No_________ (Check one)

III. I have classes or work (fill in the squares for the times you are busy) ---

	M	T	W	Th	F
8					
9					
10					
11					
12					
1					
2					
3					
4					

IV. Have you had a high school or college course in chemistry?

Yes________ No_________ (Check one)

V. Do you know what ions are?

Yes________ No_________ (Check one)

VI. For this question, please rank these general content areas in the order of your difficulty with them. For example, if you feel least comfortable taking a course in math, that would be marked "1", and the content area you feel best about would be marked "4".

Rank	Content Area
____	Mathematics
____	Humanities
____	Natural Sciences
____	Social Sciences

PLEASE BE SURE YOUR NAME IS ON YOUR ANSWER SHEET AND ON THE QUESTIONNAIRE. PLEASE PUT YOUR ANSWER SHEET INSIDE THE QUESTIONNAIRE AND HAND BOTH IN TOGETHER.

Thanks very much!

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USING IPR TO ACCELERATE CLIENT PROGRESS IN COUNSELING

Section V of

I P R -- INTERPERSONAL PROCESS RECALL:
Stimulated Recall by Videotape in
Exploratory Studies of Counseling
and Teaching-Learning

Norman Kagan
David R. Krathwohl
William W. Farquhar

with the assistance of

Sarah Hervey
G. Robert Ward
Barbara Fuller
John Hartzell
Robert Woody

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Office of Education

CHAPTER 1

USE OF IPR IN ACCELERATION OF COUNSELING PROGRESS OVERVIEW AND CONCLUSIONS

Introduction

One of the observations of the IPR pilot studies was that the IPR technique either appeared to accelerate counseling or at least it disrupted many of the normal impasses and plateaus which hinder counseling progress. Prior to embarking on a definitive study of this assumption, it was important to explore the potential of IPR in several formats and with several client types.[1] Case studies were made of several counseling relationships involving IPR in some stage, with the opportunity in each case to observe progress over time. Five of these are described in this report. Although many clients were used as subjects in IPR, these five were the only ones given repeated IPR treatment; we thus could see the effect of IPR not only on a single session but also as the effect accumulated during the subsequent counseling sessions.

In addition to observing IPR's influence on client progress, cases were so chosen that a second major purpose would be served. Several basic questions have been raised about some of the variables at work in IPR process. The clients chosen and the type of treatment they were offered were so designed that initial answers to the following questions might be suggested:

1. Is it possible that the most important variable in the IPR process, one which really has the most influence on client insight, is neither the television image nor the instant playback, but the role played by the recall worker

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[1] A normally functioning adolescent girl, a schizophrenic high school boy, a male college student, a married woman, and a middle aged couple were the clients for these studies. Although written releases were obtained from all these clients (and from the parents in the case of the minor) we have attempted to conceal the identity of the clients in this report.

(interrogator)? Is it possible that because the interrogator probes more actively, confronts more bluntly and questions more freely than did the counselor, that this is the real "uncovering" agent in IPR?

To obtain an initial answer to this question, a case involving a therapist whose approach is highly probing, direct, and interpretative was selected for analysis. The interrogator's approach was "mild" when compared with the therapist's in this case. (See the case of George.) IPR seemed to be highly productive according to client self report as well as independent ratings of progress-in-therapy by two separate groups of raters.

2. How valid are the insights obtained during recall? Is it not possible that the client's apparent productivity is merely a reflection of his desire to please the interrogator and simply a different kind of rationalization process? There seem to be similarities in the recall material obtained among a given group of clients. (For example, high school girls as a group were very frequently concerned about their "looks" on recall while the counseling sessions were unique and individual in overt content.) But is it still not possible that most of the recall material is merely a different kind of client defensiveness rather than "true" recall?

To probe this question, hypnotic procedures were employed. (See the case of Bill.) Although the client's affect was more pronounced under hypnotic procedures, the content of his recall was congruent with his non-hypnotic recall. At no time did hypnosis uncover insights which would cause one to question the validity or "honesty" of the non-hypnotic recall.

3. Would the process continue to work over a period of time with a sophisticated and mature client? Would the potency of the process wane with consecutive exposure?

One of the cases selected for analysis involves a mature woman of about 40 who as a result of previous counseling and graduate school study was psychologically sophisticated. (See the case of Kitty.) Not only did repeated IPR exposure not wane in its apparent effects, but there seemed to be a very rapid progression of gains for this client who reported gaining little benefit from previous counseling experiences.

4. If a close relationship is established with the recall worker as well as the counselor, is it not possible that the combined impact of both serving as counselors is the effective agent rather than video confrontation?

Although not a completely satisfactory answer to this question, some evidence is available from a case where a different recall worker was introduced with each session so that the opportunity to build a relationship with one recall worker as well as with the counselor was limited. (See the case of Ruth.)

Ruth seemed to gain in spite of being confronted with a different recall person on each session, and despite the introduction of the new persons she continued to return for IPR counseling.

5. Is there any way in which natural or indigenous relationships could be used as the "focus" for the recall interview? Would it be productive to videotape, for instance, mother and child in relationship or would it be possible to encourage husband and wife to interact before the cameras? How might such sessions be structured?

Several variations of IPR methodology were applied to a marriage counseling case. The potential of the technique for use in such indigenous rather than client-counselor relationships seems to be promising and worthy of further exploration. (See Exploratory Application of IPR Technique in Marriage Counseling.)

6. How important is it that playback be immediate: what happens to the nature of the impact on clients if recalls are delayed by weeks or even months?

Our findings about delayed recall seem to agree with those of Nielsen (1964). Greater detachment was observed in our experiments of very much the same sort which Nielsen observed; however, Nielsen's postulate that the subject tends to reverse his affective evaluation over time was not borne out by our data. (See the case of Ruth and the case of Kitty; see also Appendix A for a complete protocol including delayed recall.)

Prior to examining these case studies for evidence of acceleration, however, we needed to clarify the bases for recognizing counseling progress when it occurs. What constitutes evidence of counseling progress? Can one define such criteria neutrally with a set of criteria that is not dependent on one or another school of counseling? We have attempted to do this by reviewing the literature and then by pulling together, from a variety of sources, four major criteria of progress in counseling. Although these may not have the quality of being a logically complete or intact set of such criteria, they have, in its stead, reasonably universal acceptability.

Related Literature

The question, "Does counseling or psychotherapy actually work?" must be answered before determining the criteria for counseling effectiveness. It is important to note that this basic issue has not been entirely resolved. The findings of studies bearing on the matter would distribute themselves along a skewed curve. The median of such a curve would represent studies which reported no significant differences in the client as a result of counseling. The distribution of reported research is skewed somewhat toward those studies reporting change in a positive direction. The two most frequently reported obstacles to successful evaluation are: (1) the inability of various schools of counseling and psychotherapy to agree clearly upon processes and goals; and (2) the inability to put such definitions as exist into operation so as to measure adequately whether the goals have been obtained.

Illustrative of the difficulty in attaining universal agreement is the proposition that a lessening of defensiveness is an important goal in counseling and therapy and hence its achievement a criterion of therapeutic progress. Haigh (1949), Hogan (1962), and Rogers (1961) each describes the importance of and role of defensiveness as an important variable in client change. Rogers (1951), however, convincingly argues that progress may be marked by insight, self-acceptance, and greater maturity of reported behavior, and yet be accompanied by a great amount of client defensiveness.

As evidence of the difficulty of obtaining satisfactory operational definitions of counseling progress is the rise and fall of various modes of evaluation through the years. The literature abounds with illustrations: Rorschach, TAT, MMPI, the Bell Adjustment Inventory, and the Bernreuter; the extensive uses of judges' ratings along a myriad of continua; and the use of Q methodology particularly in relation to ideal and real self-concept. Each of these methods has been "popular" at one time or another. None has proved wholly satisfactory for measuring progress to the satisfaction of researcher or practitioners, and none has maintained its popularity as a criterion very long.

On the other hand, there are theorists and researchers who argue that the same criteria cannot be applied to all persons. Thus a TAT or MMPI might be inappropriate depending on the evaluation and unique diagnosis of each individual and the counseling goals most appropriate for him (Krumboltz, 1964). But here too one is confronted by the observation that clients' diagnosis and goals change as counseling progresses.

Some students of counseling have attempted to define counseling progress but their definitions are difficult to use. Two examples follow:

> Psychotherapy does not cure in the sense of assuring maturity in the patient; it simply inaugurates growth. It is a process of helping the individual learn how to remove the blocks to utilizing his inherent growth impulse (Whitaker and Malone, 1953).

> ...Change in the personality structure of the individual, at both surface and deeper levels, in a direction which clinicians would agree means greater integration, less internal conflict, more energy utilization for effective living; change in behavior away from behaviors generally regarded as immature and toward behavior regarded as mature (Rogers, 1957).

Riess (1960), apparently attempting to circumvent the dilemma of defining progress states: "at the moment, we must be satisfied with being able to show that there are changes, without clearly demonstrating that the changes prove the patient to have grown mentally healthy."

Given that these problems exist, let us nevertheless examine several of the more widely accepting statements defining successful counseling or therapy. These efforts have described progress as a series of sequential stages. Each series appears to reflect the theoretical bias of the author, to at least some extent. One such set of constructs was developed by Rogers (1958). He proposed that the process of change occurs in seven stages. During the first stage he postulates that clients exhibit "an unwillingness to communicate self; communication is only about externals. Feelings and personal meanings are neither recognized as such nor owned." During the second stage, "expression begins to flow in regard to non-self topics. Problems are perceived as external to self. There is no sense of personal responsibility in problems..." Movement continues through various stages. Stage five, for instance, is characterized as follows: "Feelings are expressed freely as in the present. Feelings are very close to being fully experienced. They 'bubble-up,' 'seep through,' in spite of the fear and distrust which the client feels at experiencing them with fullness and immediacy." In the seventh (last) stage, "New feelings are experienced with immediacy and richness of detail, both in the therapeutic relationship and outside.... Experiencing has lost almost completely its structure-bound aspects, and becomes a process experiencing--that is, the situation is experienced and interpreted in its newness, not as in the past."

Another series of sequential stages is that developed by Wolberg (1954). He suggested that the process of psychotherapy be characterized by progressive stages of self understanding which, in the main, might be delineated as follows:

1. Elaboration by the patient of his symptoms and complaints.
2. Discussion of feelings associated with symptoms.
3. Relation of feelings to dissatisfactions with his environment.
4. Recognition of repetitive patterns of behavior and appreciation of their responsibility for disturbed feelings.
5. Awareness of dissatisfaction with his patterns, but realization of their compulsive persistence.
6. Cognizance of the functional nature of his behavior pattern.
7. Exploration of his patterns and the determination of the origin in early relationships.
8. Disclosure of the archaic nature of his disturbing life trends and mechanisms of defense.
9. Challenging of his early attitudes.
10. Serious consideration of rights to a more productive life.
11. Intense dissatisfaction with his current patterns, insecurities, and devaluated self-esteem.
12. Experimentation with new modes of behavior.
13. Liberation from old values and types of action.
14. Evolution, greater security, assertiveness, self-esteem, and a sense of mastery.
15. Development of a different concept of himself, of more constructive interpersonal relationships, and of greater capacities for the expression of his biologic and social needs.

Whitaker and Malone (1953) propose that progress in analytical therapy consists of three phases and seven stages:

I. Pre-Symbolic Phase (early interviews)
   1. Anamnesia Stages
   2. Symbolic Casting Stage

II. Symbolic Phase (involves transference)
   3. Competitive Stage
   4. Regressive Stage
   5. Core Stage

III. Ending Phase (transition of patient from therapy to culture)
   6. Testing Stage
   7. Withdrawal Stage

We have borrowed from these and other authors to devise a set of criteria that seem to have commonality across authors.

The preceding definitions are either too vague or too directly related to a specific personality or counseling theory. Although several have the quality of being logically complete criteria or stages, none has reasonably universal acceptability.

Selected Characteristics of Counseling Progress

Four characteristics of counseling progress were defined; these were to be our criteria for identifying progress. For selection, these criteria had to have the following characteristics: (1) they were not to be too closely related to a single counseling theory; (2) they had to be operationally definable and so have research utility; (3) they needed not necessarily represent discreet entities, that is a client might display two or more of the characteristics at a given moment; and (4) they were not intended to describe all that occurred in a counseling relationship. The attempt was thus to consolidate those accepted characteristics of client change which most counselors would agree to without attempting to define all client change. The latter tends to force one to accept one or another counseling theory. The elements thus chosen represent some of the most obvious tasks a client experiences in successfully moving through the counseling process. The hypothesized characteristics of client progress are:

1. The client owns his discomfort.

Clients come to the counseling relationship in various stages of readiness. Some have vague feelings of discomfort, typically in the form of free-floating anxiety. The anxiety is not necessarily tied to a specific problem, but is one which pervades much of the client's outlook on life. Progress occurs when the client (1) admits the feeling of discomfort, and (2) begins to specify the locus of his concerns, fears, and discomfort.

The case of Ruth illustrates an instance in which IPR seemed to provide the client with this element of progress. Ruth admitted feelings of discomfort but tended to attribute these to a general dissatisfaction with friends, relatives, and particularly with the operating structure of her school. However, until she became able to specify the locus of her concerns as within herself--her anticipations of rejection which gave rise to a general fear of interpersonal relationships--progress was not possible. With this awareness of her unrealistic expectations of rejection, progress followed rapidly.

2. The client commits himself to change.

Basic to all counseling progress is the maintainance if not the heightening of the client's motivation to change himself from the person that he was when he became involved in the problem[1] to one who can more successfully solve problems without the counselor's aid. Such motivation implies a lessening of defenses to the impact of the counseling process. The client in essence cooperates rather than resisting the efforts designed to change him.

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[1] Problem here is used in its broadest sense. Thus a problem may be a specific decision point or a general dissatisfaction with one's self or relationship to others.

Evidence of the increased motivation may be that the individual confronts his problem directly, that he does not try to rationalize his behavior or to switch from problem to problem. Client change from resistance to cooperation is considered a "turning point" in the relationship according to many practitioners. The client stays with the behavior which is centrally involved in the problem, discussing it, attempting to understand it, and attempting to work with it in a way which will result in a better understanding of the behavior and of his role in it. He will be willing to undergo painful thoughts in the course of this exploration. He is willing to accept intervention by the counselor whether the intervention takes the form of a new relationship to the counselor, a painful interpretation of behavior, confrontation, or a myriad of approaches. He wants to change and cooperates in the change procedures.

Two of the case studies embody rather clear illustrations of characteristic 2. According to evaluations by raters, one of the changes in George's behavior following IPR was in his ability to relate to the counselor (see the case of George). In another case, Bill had used his previous counseling experiences largely to manipulate the counselor. Confrontation by his own videotaped behavior seemed to create enough dissatisfaction with himself so that a new commitment to change and cooperation with his counselor emerged.

3. The client differentiates stimuli.

The clients who progress in counseling typically learn to perceive more and more of the stimuli which surround them and to react to these stimuli as discreet rather than stereotyped factors. Thus the client may, for instance, no longer see all adults of a certain age as threatening but may begin to recognize the uniqueness of these individuals and to respond to them as individuals. In most cases, the client first becomes aware of his inability to differentiate stimuli by examining the ways in which he stereotypes the counselor. As he progresses, he ceases to attribute to the counselor attitudes and motives which would not be objectively perceived by others as present. He reacts to the counselor less as a stereotype or fantasy figure and more as a unique individual whom he can view with some objectivity.

He comes to see himself, too, as a unique complex being. He learns to become more aware of and better able to differentiate among his own emotions. He more accurately perceives the emotions of others and the reactions of others to him.

He also becomes aware of commonly held perceptions within this society. This is not to say that he must conform to this perception or that he may not have fantasies about it which are unreal but rather that he is able to distinguish among the fantasy, the unique and the commonly-held perceptions.

He becomes better able to perceive the unique characteristics of himself in relation to others as well as his characteristics in common with others. This successive differentiation of self appears to be a commonly-held criterion of progress in counseling, although its description varies according to the theorists' or practitioners' theoretical bent.

The differentiation of stimuli was rather clearly observable and a major characteristic of the gains made in two of the cases studied. Kitty anticipated rejection by the counselor. So elaborate was her stereotyped expectations of others that she was able to specify in great detail the kinds of thoughts others would have about her in the course of rejecting her. As she learned to differentiate the counselor as a unique individual, she became more able to behave in new ways with him and ultimately in more satisfactory ways with other people of significance to her. Until the nature of her stereotyped anticipation was examined, all other progress seemed impossible. In another case (see Exploratory Application of IPR Technique in Marriage Counseling) each of the two clients had a general feeling of dissatisfaction with the other. In addition, each was convinced that the "fates" had been unkind. These feelings were replaced after IPR sessions with a greater awareness of the ways in which they behaved toward each other, and with feelings of personal responsibility for their past and present behaviors and situations.

In the numerous one-or-two-session IPR treatments (see Section II of this report, Effectiveness of IPR in Supervising Counseling), differentiation of stimuli, particularly in the extent to which the client stereotypically anticipates the attitude and perceptions of the counselor, was a prominent characteristic which seemed readily available for examination under recall conditions. This characteristic may well be one most ameanable to influence by IPR.

4. The client behaves differently.

Among clients who progress, perception moves from the solely cognitive sphere into a behavioral sphere so that the client behaves differently. This may occur outside of the counseling sessions and be reflected in the client's reporting his outside relationships to the counselor.

The client is increasingly open to the perception of experiences and to acting out behaviors that he formerly blocked out. A part of this is a consequence of his increased sensitivity to his own and other's actions and feelings. A second part of this is a more accurate and objective perception of such actions and feelings so that he perceives them as others would.

The counseling relationship may also become a laboratory in which the counselee may experiment with new behaviors.

We would also expect the client to recognize the consequences of such behavior. Instead of perceiving his behaviors and the reactions of others as something which "just happens," for him we expect, as counseling progresses, that he would assume more and more responsibility for this behavior and its consequences. Thus we would expect to see counseling and therapy facilitated by the individual trying out new behaviors with respect to the counselor and his discussion of new behaviors outside the counseling relationship. We would expect to find him evaluating those behaviors in terms of their impact both on himself and on the counselor and ultimately generalizing to some extent to his outside behaviors to other people. New behaviors would be expected to provide the client with greater interpersonal efficiency and effectiveness in dealing with others.

New behaviors with the counselor were observable in all five of the cases studied. New behaviors with significant others in the client's environment have been concluded only on the basis of client report, except for the marriage counseling case in which the counseling and recall were focused primarily on the relationship between the two clients. Each of the clients described new, more satisfactory relationships with friends, associates, and relatives, but no attempt was made in these studies to examine the client's relationship outside of the counseling sessions. The validity of behavioral change with the counselor or therapist is attested to by the informal evaluation of clinicians in the case of Bill and by the formal ratings of judges in the case of George; however, behavioral changes outside the counseling relationship reported by clients are of unknown validity.

Application of the Criteria of Counseling Progress to the IPR Case Studies

Is there evidence in the case studies that the kinds of behaviors described in these four categories appear as a result of the IPR process? Which of the criteria appear to be most directly traceable to the IPR experience and which are most influenced by it? The reader is referred to the various case studies to see the way in which counseling proceeded. In each case study we have attempted to summarize the kind of movement which occurred, particularly highlighting those aspects which seemed to derive from the IPR process. At the end of each case study, we have summarized the relationship between the effects of IPR and the four criteria.

Some additional evidence on the value of IPR in the counseling process comes from the client's reactions to it, cited in the case studies. We would stress that it is almost impossible to differentiate between clients' reported progress and the extent to which clients were expressing gratitude to the counselor or therapist for the time he had spent with them. It may even be that the client was merely following the normal social amenity of saying "thank you" for effort extended on his behalf.

Three of the five clients had not previously experienced counseling. These clients could not, therefore, use their previous counseling experience as a basis for comparison. The other two had had extensive previous counseling and made progress under the IPR conditions. This may reflect the additive influence of both, rather than what we could expect from IPR treatment alone.

Another potential source of bias is our own enthusiasm for the process, and hence our own potential for reading more into client comments than objectivity would demand. Bearing in mind these limitations, however, we perceive our results as most encouraging.

CHAPTER 2

THE CASE OF RUTH

Ruth was a 17-year old high school senior, a client in the IPR counselor-training study. She was a girl of average height and appearance, whose clothes and hair style were unbecoming and matronly. Her parents had been divorced when she was a child, and she and her brothers had lived with various foster parents until her mother was remarried. The second marriage was also foundering. Ruth disliked her step-father but characteristically over-controlled her emotions and was particularly careful to deny feelings of anger.

The initial counseling relationship with the trainee-counselor was a superficial one in which the client talked incessantly and monotonously in a grating, plaintive voice about her boredom in school and the general state of disorganization which she felt existed at her school.

Ruth's first IPR occurred during her second appointment with her trainee counselor. This second session, like the first, seemed unproductive. In the recall session, however, she became confident enough to divulge latent problems which she had been handling only remotely and metaphorically with the counselor. In the interview, for instance, she had complained about the morality of her school-mates. On recall, she "remembered" that her real concern at that part of the interview was her struggle to resist the overtures of her boy friend:

INTERVIEW

CLIENT: ...We've been having quite a difficult time, but we've had these troubles before. And we've had--well, two juniors are getting married in two or three weeks, and we've never had this problem. I mean, we have to a certain extent, but not that much. I think about two seniors have dropped out this year, and we've never had any problem with pregnancy before.

RECALL

CLIENT: Here I was trying to explain to him that um, I didn't feel that this was a problem in the school but that this generation of students that are coming into the school are changing, that they know a lot more about sex now than I --

RECALLER: Really, the feeling you are going through here is 'What is this business with sex?'

CLIENT: Am I, am I old-fashioned? Am I too far behind?

RECALLER: In the back of your mind you'd like to know how your counselor felt, if he thought that your feelings were okay?

CLIENT: I was just touching it lightly.

RECALLER: Just touching it lightly, not getting into it in any great depth, but this was kind of the feeling behind this, this is why you were just skirting the edges?

CLIENT: Yes, to see if he [the counselor] would ah, grasp it and bring it out fully. And if this is a subject that he didn't want to talk about then I wouldn't force it any.

RECALLER: Ah, so if this is something he [the counselor] didn't want to talk about you hadn't gone far into it, but you're kind of watching him to see what kind of reaction....

CLIENT: And if he did want to talk about it then he would stop me there and say 'Well, why do you feel this way?'

RECALLER: And were you hoping that he would stop you?

CLIENT: Um, yes I was. But he didn't! (laugh)

RECALLER: Right, and your feeling was he wanted to hear about this school business, but you were hoping that he would get into some of those things that were really...

CLIENT: And I want him to understand my feelings about this and tell me whether he thought they were wrong...I mean if you love a person you love them that much that you're afraid that something's going to happen, and if you really love each other you won't let this happen, not until after you're married if you really love each other because you shouldn't expect this much from the person you're going with. I mean I'm going with a guy, I've been going with him for a year and he's 21 and I'm only 17. He doesn't expect too much from me. I mean I've set this down when I had to and as I had to, because if you, it isn't, you can't blame any man for trying, but it's up to you to set your foot down, because if we would have started out like this by now there

> wouldn't be any love between us I don't think, in fact there wouldn't be any respect....

During the interview she proclaimed her dissatisfaction with school. On recall she described the frustration she felt in a more personal, emotional content:

INTERVIEW:

> CLIENT: And in high school, as it is now, um, I really don't want to get in there and study because I mean I don't think I'm the only one. I think that this happens to people sometime in their life, but right now I'm bored with school. Completely I mean, I go home and I do my work, and I go back to school, take up my six hours and go home, and this is the way it is every day. I think this partly has to do with the school, because we annexed another district, and our principal is making it quite difficult. And well, the students now are more or less losing respect for the principal and the school is nothing but unorganized right now.

RECALL

> CLIENT: Well, this here was a feeling of frustration I believe, ah, because as I said I am bored with school.... I mean, I believe that something is going wrong at our school.../but/ there's so much more I want to get out and get a hold of and it's just not possible with ah, the way the school, the conditions, my environment in school--it just isn't possible, I mean, there's so much more that I want, I want to learn and I, and it, I can't!

During recall, then, Ruth became aware that her real concern lay not so much with the confusion at school but with herself. She asked for further help and was offered additional IPR counseling.

Ruth's next contacts in counseling consisted of four IPR sessions with the interrogator of the previous session as counselor and with a different staff member acting as recall person each time.[1] Because the IPR room was heavily scheduled, Ruth's sessions occurred from one to three weeks apart.

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[1] The trainee counselor was thus replaced by the interrogator. Because the client had already "revealed herself" to the new counselor, this shift in role did not require the extensive discussion which "referral" to another counselor usually requires.

Ruth began her next IPR interview on the same theme of boredom which she had described to her trainee counselor. She also spoke of her frustrations, and at one point about her feelings of anger, but she immediately modified the term "anger" to "irritation." She suggested that her boredom could be dispelled if she could only organize matters at school or if she could change the sexual mores of her classmates. At times she briefly considered whether the boredom might arise in herself, but found this a difficult thought to entertain.

Knowing the content revealed in the previous recall session, the counselor encouraged the client to examine her concerns about a love relationship. The interview then continued on this deeper level, delving into the childhood origins of her fear and anger about her parents' divorce and her foster-home experiences.

The recall proved to be a reliving of the whole interview with amplification of content and reinforcement of new insights. In recall, the client described the counselor as being "likeable," "affable," "the ideal father."

The night before the next IPR interview Ruth "broke off" with her boyfriend as a temporary "trial" of their feeling for each other. The interview centered on her doubts about her boy friend's love for her and on the test she was putting him to by breaking off with him. She described his concern and regret about the action she was taking. Toward the end of the interview she described, with intense but constricted emotion, her fear of being "stuck with a bad marriage," because "I've had it clear--I mean divorce--I've had it clear up to my neck and I don't want any of it and I'm sick of divorces." Thus the counselor had picked up one aspect of her fear that marriage with her boy friend might end in divorce just as her mother's first marriage had. The outburst had been only a flash and she immediately escaped into a defensive discussion. During the recall session, however, she stopped at this point and was encouraged to elaborate on her feelings, until at last she burst out, "I hate it!" and revealed her deep feelings of rejection. She thought of herself as being "passed from person to person like a package:"

RECALL

> CLIENT: ...where ordinarily, I would have two people here, my mother and my father, now they are all around me. People that I would never have met...Now I have a foster mother, and a foster father, my mother, my father, and my step-dad, probate court judges, other people...and so that's what I said before I--I would have them right beside me, I mean I would also have them in my heart, but I would have them right here beside me where now they are all around me, spread out away from me, whereas before they would be right here beside me.

This session seemed to be a crucial one for Ruth. For the first time she was able to express strong and violent emotions, especially of hate, a feeling which she was usually unable to acknowledge. During the end of the recall session she said that the doubts she had about her boyfriend's love stemmed from her own conviction that she was "unlovable."

The next two IPR interviews were devoted to reiterating and elaborating on the content of the previous recall session. The client appeared to be more spontaneous, less tense and the grating quality of her voice had mellowed somewhat. She discussed her new insights and reported having much less anxiety. On recall, in both of the two last interviews, she became aware of the extent to which she yearned for the approval and affection of the counselor--for him to be a "father" to her but at the same time concerned that the counselor might really not like her. This was seen by Ruth as an extension of ways in which she related to others--wanting their love, but fearing that she was unlovable.

She had reconciled with her boyfriend, and she appeared to have worked through many of her difficulties about her own worth. She described her new ability to relate to her boyfriend without the usual arguments over intangible slights.

As initially structured, the contact was terminated with this session. Ruth was judged to be making comfortable progress, through still defending against some of her feelings of anger.

Postscript to Counseling - Delayed Recall

About three months after her terminating IPR session, Ruth was asked to return for a second recall session of two of her original videotapes. The purpose was to estimate the effect of that period of time on the vividness of the stimulated recall experience.

Recall of cognitive content seemed to be unaffected by the passage of time. Ruth could easily remember what she had been saying and why, and she could conceptualize her relationship with the counselor. The emotional impact of the material, on the other hand, seemed to have dissipated entirely. She could not empathize with the person she had been on videotape: "It's really different. All my ideas have changed really....It's--it's really different 'cause my ideas are so different I mean. It's surprising!"

Ruth had made overt changes in her behavior and appearance. She had lightened the color of her hair and wore it shorter in a loose bob more becoming to her age than the tight and fussy style which she had formerly affected. Her clothes were more youthful. She pointed out that she had stopped biting her nails and that she no longer worried as much about "things in general" the way she used to worry. Her voice seemed brighter, and it had lost most of the grating, complaining quality it had. She wore an engagement ring, and she told of the plans she and her fiance were making for their future.

Ruth volunteered that there had been a "drastic change" in her feelings. She had stopped "degrading life"; instead she said she was growing up, accepting life, and accepting herself and others for what they were. She felt that the beneficial factor in IPR counseling was the recall session with the recaller helping her to see the meaning of her behavior on the screen. She emphasized the impact of the insights gained during one recall session in particular, as a result of which she felt she had stopped looking for signs of rejection. Ruth spoke proudly of the evidence of change in her relationships with others:

> I mean my whole relationship with everyone I think is a lot different now. In fact, my mother has, she has mentioned to me that she notices things are different....and uh, some of my girlfriends have mentioned it, that I'm a little bit different than I was before and I mean I don't come out and ask them or anything and it makes me feel good when someone tells me without me even having an opening line for it or anything...I feel like I really have accomplished something. Even at school, it seems like now that I have uh more friends than I did before...

Conclusions

Three months after four IPR sessions, this 17-year old girl had lost most of her original symptoms and was showing notable signs of new adjustment.

There are many factors which may well have contributed to Ruth's progress. The authors felt, however, that the Interpersonal Process Recall technique was a primary factor. The recall sessions revealed, several times, the latent meaning behind the client's cognitive communication in the interview and seemed to accelerate the growth of a relationship of trust and congruence with the counselor. Recall also helped the client to explore more fully and to integrate more quickly the insights obtained in the counseling session.

Because a different recall worker was employed for each session, Ruth's gains would seem to be based less on the establishment of a continuous relationship with two people and more on the process itself.

Effect of IPR in the Case of Ruth

Which of the four characteristics of client progress seemed most influenced by IPR? From the taped material, we conclude the following:

1. The client owns his discomfort--admits the feeling of discomfort and begins to specify the locus of concern, fears, and discomfort.

   As long as Ruth was able to attribute her feelings of discomfort to others, there seemed little chance that the full nature of her problem could become known to her. As long as these feelings were perceived by her as the result of the behaviors of others, she would take little personal responsibility for her unhappiness. IPR enabled her to see that the locus of her concerns was primarily her own fears about love--her expectation that others would reject her and find her unlovable; her concerns that her boyfriend did not truly love her, but merely wished to "use" her.

2. The client commits himself to change--cooperates rather than resists the efforts designed to change him.

   Even before Ruth learned about the locus of her discomfort, she was already motivated to attempt to change in some way the world around her. That is, she came into counseling wanting to know what she could do about the school and about her stepfather. She had volunteered for help through counseling and returned each week, often requesting more sessions than could be scheduled. The IPR process may have increased her motivation to change, but this was not IPR's major contribution.

3. The client differentiates stimuli--learns to perceive more and more of the stimuli surrounding him--reacts to these as discrete rather than stereotyped factors.

   Ruth's inability to differentiate stimuli seemed limited only to her stereotypic expectation of personal rejection. Once the locus of her anxiety was discovered as within herself, her stereotypic expectation of rejection was relatively quickly and easily identified and analyzed.

4. The client behaves differently--reporting new behaviors outside the counseling relationship as well as trying out new behaviors with respect to the counselor.

   Attempts were made to encourage Ruth to behave in new ways with her counselor. She did report frequently that her interpersonal behavior with friends and relatives had improved markedly, but there was no opportunity to validate this claim, because only the data in our interviews with her was available. Some changes in behavior observable in the interview did occur. She changed her style of dress and the grating, raspiness of her voice lessened. Although we cannot point to specific insights about her voice or dress, these are changes one might expect to occur in, and as a result of, IPR.

During the delayed recall sessions after a three month interval, Ruth tended to "disown" the behavior she observed because she felt she had changed so much in the interim period. Validation of this claim was not possible. The detatchment from "former self" appears to be a general phenomenon of the delayed recall observed in the case of Kitty and also as reported by Nielsen (1964).

CHAPTER 3

IPR IN INTENSIVE PSYCHOTHERAPY: THE CASE OF GEORGE

Questions have been raised regarding the possible effects of the application of IPR techniques at some juncture in intensive psychotherapy with clients suffering from mild to acute psychotic reactions. Opportunity arose for such an exploration in a closed-circuit demonstration therapy involving a renowned clinical psychologist and a client who will be referred to as George.

The client's therapy, planned to be intensive but brief, was designed to be continued for approximately a 20-week period, the client being seen twice a week for an hour-long interview. While at the time of this writing, the client's therapy had covered only 16 of the proposed 40 interviews, his progress to date was considered excellent by his therapist in view of his past schizophrenic behavior. The sector in which IPR treatment was employed was the client's twelfth interview. An early application of IPR, designed to occur as soon as the therapeutic program would permit after the tenth interview, was chosen for the purpose of capitalizing on the following conditions: (a) an already rapidly moving, productive therapeutic relationship, (b) a familiarity with the client's history and concerns, and (c) sufficient time after application of IPR for the elaboration of the client's gains from the process.

The first of these conditions provided an opportunity to answer the question, "If a highly productive therapeutic relationship exists, one in which progress has been very rapid, can IPR further accelerate progress without causing negative effects?" A second question was raised regarding a more precise identification of the stimulus agent in IPR: "Is it possible that because the recall person is frequently seen to probe more actively, confront more bluntly, and question more freely than does the counselor typically, that the recaller, therefore, is the real 'uncovering' agent in IPR?" These and other queries will be made throughout this paper.

In order that the experimental variable, the IPR process, would not be confounded with a changed length of time in the therapy session, therapy plus IPR in the twelfth session were kept to one hour in length, the amount of time the client would normally have had in his therapy interview. The interview consumed 20 minutes of the hour and, consequently, 40 minutes remained for the recall session. During recall, a total of only nine minutes of video material prompted all of the 40 minutes of client recall.

Ratings of change on five therapeutic variables were made by two groups of raters. The first group consisted of members of an advanced seminar in psychotherapeutic technique who observed the course of George's therapy on closed-circuit television at the time each interview occurred. They rated a sequence of seven consecutive interviews, the client's ninth through fifteenth. The middle session was the 20 minute interview which, unknown to the raters, was followed by the client's stimulated recall experience. The other six interviews were one hour in length. Following each interview the therapist joined the students in a discussion of the client's dynamics and of his own therapeutic tactics and goals. Student ratings were collected before each post-session discussion.

The second group of raters consisted of 15 graduate students in counseling. In the course of a single day these raters rated all seven sessions. The first 20 minutes only of each session was recorded on videotape, so all of the therapy sessions viewed were of the same length as the brief session which had been followed by IPR. With this second group of raters, discussion between tapes was limited to five minutes; ratings were collected prior to the discussions.

In order to understand fully the effects of IPR on this client and on the therapeutic relationship, a rather extensive case history is presented to the reader before the judges' cumulative ratings are discussed.

Case History and Therapeutic Themes Through the Eleventh Interview

George is an unusually bright, very well-read, unmarried, eighteen-year-old high school senior who is college-bound. His interests include serious literature, existential philosophy, history, and poker playing. He finds himself preoccupied with various religious topics and his intense relationships with peers.

His father was a World War II veteran who, upon returning home, died of natural causes when George was two years old. His mother, a school teacher who holds a master's degree, remarried when George was age six or seven, was divorced after four years, and remarried again when the client was 12 or 13. This latter marriage also ended in divorce. George has two younger sisters, ages 13 and 16, the elder a child of his father and the younger an illegitimate child arriving prior to the third marriage. His mother was hospitalized with serious emotional disturbances after her second and third marriages. She has used alcohol excessively but is not known to be alcoholic. George recalls little about his father or his parents' marital relationship other than vague memories of violent arguments and fighting.

The client's childhood was cluttered with a series of adult relatives who rapidly shifted him back and forth through their homes--two step-fathers, three sets of aunts and uncles, maternal grandparents--until at length, at age 14, the client was placed in an agency home where he resided at the time of this study.

Throughout his childhood George has interacted with adults who considered him a burden and who were hostile to him to the point of being physically brutal. Inevitably, he has had a history of problems with authority figures. His mother hoped that George would be a girl and has clearly communicated this wish to him. Nevertheless, he has constantly sought her affection over the years, always to be met with rejection and hostility. His need for tenderness and nurturance has been distorted through highly sexualized acting-out behavior with girls and prostitutes, relationships which have evoked both feelings of intense affection and hatred. George began drinking heavily during his fourteenth year and has since become an alocholic. He has also tried marijuana but, because of initial toxic effects, discontinued its use.

George has made two suicide attempts. The first occurred at age 14 when his mother was committed to a mental institution. The second attempt was made several months prior to this current therapy. The client has, in the past, resorted to similar intrapunitive and self-inflicted physical acts of a destructive nature.

First and Second Interviews

These sessions contained many painful memories which encompassed the client's formative years as well as recurring questions regarding his sanity, capacity to love, and his worthiness to receive love. For example, he had vivid recollections of his aunt's pleasure over the frequent spankings he received from his mother. At age seven, George became acutely aware of his mother's intense hatred. Five years later he realized she was mentally ill and he then "worried" that "I was going out of my mind." Shortly thereafter, he began to feel that his "bad feelings [though unexpressed] can hurt," a feeling that he had since carried with him. Toward the close of the second hour he remarked that he wanted "to stop having my girlfriend because she doesn't love me"; he reasoned that "if I leave her alone, she might come to like me. ...It's like suicide."

Third and Fourth Interviews

During the third hour George reported the first in a series of highly symbolic dreams which proved to be meaningful in disentangling his mixed feelings toward his mother and, in turn, in discovering that his angry thoughts and feelings are not, of themselves, destructive. The client's associations to the dream fragments dwelt upon the phrase, "one; alone, is responsible for his acts....There is no life after death..."

> THERAPIST: ...You are afraid of death because, as a child, those around you did have power to kill you....You really want to be loved....Your feeling is the person you most wanted to love you didn't and so all your life you've been entangled in getting involved with women who don't love you....Your need is to prove that your mother wasn't bad not to like you, so you have to find girls who will not like you when you like them...and when a girl does like you that automatically makes you not like her....There is something peculiar about...a mother not liking her child--
>
> CLIENT: I feel like I've been dead a long time.
>
> THERAPIST: That's right, because when you can't feel, you are dead!

At this point the therapist requested that George "wish" him dead and "enjoy the feeling." The therapist interpreted the client's reluctance to follow this request as proof of the client's belief in the omnipotence of his own hostile thoughts. This interpretation, however, freed George sufficiently so that he could comply. During the fourth interview he exclaimed:

> CLIENT: You were right [referring to the above experimenting with anger]. I didn't think that I myself existed, that I had the right to express my anger toward people.

Fifth Through the Eighth Interviews

These hours were used in developing the major themes uncovered during the previous four interviews.

Through the both impersonal and angry treatment of his mother and relatives, George discovered the roots of his generalized fear of people in his larger interpersonal world. Coupled with this danger-fraught complex of feelings and attitudes he felt that, in some mysterious way, he had killed his father. With these new insights he reconsidered several aspects of his suicide attempts. At this time, he noted that he was beginning to feel some responsibility toward his friends: "You can't blame people for not likin' me too much..." Subsequent associations concerned dying, "being crucified" without knowing why, "like a man being tried before a court without being informed of his alleged crime."

The seventh hour disclosed the client's projected anger as a means of control over the potential destructiveness of his thoughts and feelings. While this theme was not new to his therapy (c.f., interviews three and four), he was able at this time to discover that this defense had protected him against deeper, more frightening feelings of hurt and helplessness in the hands of past significant adult figures, particularly his mother.

In the eighth interview George continued to deal with the feelings developed during the previous session--however, on this occasion working more extensively with the futility of his current attempts to gain love through intrapsychical punishment.

Ninth, Tenth and Eleventh Interviews

The client's sole concern during these interviews was essentially that of attempting to connect his intense feelings with his recognition of anger and, at length, love.

Throughout the ninth hour his restricted posture and distracted gaze betrayed mounting feelings of intense anger, verbally directed toward his family and past relationships with prostitutes and girlfriends. This content offered a bridge for new insight concerning his confusion of sexual intercourse with "getting killed."

The content of the tenth hour, coupled with George's increased physical restriction, suggested that he was becoming aware of his ambivalent feelings for his therapist.

> CLIENT: I had a dream within a dream....Someone was trying to strangle me [in the dreamed dream]....The stranger said to 'watch' so that no one would come in and strangle me.

The figures of the dream were identified as a priest who looked like the Communist, Trotsky, and the monster, Frankenstein. At this point George continued to associate to the initial fragment:

> CLIENT: ...A chair in a room...a priest in a [another] chair... I think [indicating reservation] I like him more than any other man. ...Trotsky...goatee...glasses...the man in the dream was a priest and a little fat but looked like Trotsky...he had a bulldozer. People in the town didn't like educated people.

The therapist identified Trotsky as himself, noting the realistic similarities between himself and Trotsky.

> THERAPIST: Glasses...a revolutionary but doesn't act like a revolutionary...a little fat....You will get killed while I look on....You're also trying to destroy yourself.
>
> CLIENT: ...I think I have a dirty mind [meaning his thoughts are 'bad...evil...horrible']. ...The crime connected with sex isn't always trying to kill something, unless it's himself...which a lot of times is what I think

> homosexuality is. If a person is a homosexual he denies that there is anything he can love outside himself, and that is a form of self suicide.

Toward the close of the hour the therapist continued to interpret the fragments of the client's associations.

> THERAPIST: ...Frankenstein is a horror story written by a woman [this metaphor was related to the client's associations about his mother in former interviews].... Homosexuality is self murder....You would rather destroy yourself than even consider the possibility, because you're scared of even thinking of anything that borders on it.
>
> CLIENT: Sometimes I wish that my father had loved me.

The client's affect was noticeably flat during the eleventh interview. Between sessions he had also developed a severe head cold. These two factors, in the wake of the difficult material of the last hour, betray George's depression. The following interchange supports this view.

> CLIENT: Most people destroy the things they love.
>
> THERAPIST: ...You feel you destroy the things you love....
>
> CLIENT: You do if you try to consume them..., if you love them so much that you try to possess them they're going to hate you.
>
> THERAPIST: Let me tell you what I think you're dealing with. You see, when an infant expresses love towards his mother, that's a demand, isn't it, and you can't do very much more than demand.... But if mama doesn't like you, what happens when you express that demand? She gets angry, she hurts you.... So you feel that it was your love that was wrong instead of the fact that your mother couldn't take care of you. ...When a kid doesn't have love from his mother, he turns to his father. Your father left you, hm? Your fantasy was it must have been your love turned toward him...so it was really true, your love can destroy. ...You're smiling [now], which means that it hurts.

Twelfth Interview--IPR Session

Overview.--While the client had had ample time to become adjusted to the immediate surroundings in which the added dimension of recall was to take place, he was not aware that the recall would be introduced at the close of the twelfth interview. The interview began as usual. After 20 minutes, the therapist announced that he would have to leave early to attend to an urgent responsibility.

At this point, broadcasting ended for the students (judges) who had been observing the sessions and rating the last three. When the broadcast ended, the therapist described IPR technique to George and asked him if he would be willing to engage in the process. The client agreed and the therapist introduced George to the recall worker. Not more than five minutes had elapsed between the end of the interview and the onset of recall work. Judges knew only that the session was over for today and left. At no time in the subsequent interviews did George refer to this IPR session while on broadcast. Just before the next session after IPR he told his therapist that IPR was "good" and that he would be willing to use it again.

Interview Content.--During the 20 minutes preceding recall the client seemed mildly depressed. He spoke about his mother's visit and showed the therapist a cigarette case she had bought him, "...as a gift." He made one passing reference to his sister--"...Mother said she's [the sister] concerned about me...that's a switch (client lifts left hand slightly)..."--and told the therapist that his plans for summer vacation were still not crystallized.

Recall Content.--The client communicated freely with the recaller and his alert, rapid, and insightful responses indicated that he felt comfortable and rather secure with this new person. He accepted and mastered the recall task with great ease.

As noted earlier, a total of nine minutes of monitor viewing stimulated 40 minutes of client elaboration of feelings and thoughts. The recaller's verbal participation during this session was minimal; his remarks were few and stated parsimoniously--e.g., "What were you feeling then?...Can you push that a bit further?" The added clarity and rapidity of George's speech during the recall, as compared with the 20-minute interview which preceded, has in our experience been associated with successful IPR impact. In this instance it was obvious that George was both somewhat shocked by what he was learning about himself and pleased to have made new discoveries.

The following excerpts and interpretive comments emphasized (a) that the client's imagery had been very rich but not entirely communicated to the therapist, (b) that he had worked through much of the material which had been covered by preceding interviews but had withheld reporting his gains to his therapist, and (c) that he had made a much stronger commitment to his therapist than he had been willing and/or able to admit. (He saw the therapist as omniscient--frequently rehearsing what "he would want me to do" prior to decision making.)

One of the client's intense reactions in the recall was clearly one of anger. In commenting upon the theme which he had developed during the interview concerning the circumstances of his father's death, he was certain that his grandfather was guilty of neglecting to care for his father properly during convalescence from his brain tumor operation. This reaction was closely followed by a strong wish for his therapist's approval of a visit he had contemplated to his mother during the summer. In the interview, his brief reference to the summer disguised this theme as an insignificant addendum:

> CLIENT: I guess I brought up the summer bit because I want to visit my mother--I know she doesn't love me, but I want to try again--I can't give up trying...[to get her to love him]. I want [the therapist] to tell me it's okay to go--but I'm afraid he'll tell me to forget it.

At this point he paused to note, parenthetically, that his feelings of depression and futility had "lifted" to the extent that he could now feel that others do care what happens to him.

Later, he returned to his feelings about his mother to note that he still wanted her to love him, stressing the thought that she should not love his sister (a feeling he had not explicitly verbalized before), because--

> CLIENT: ...She [his sister] stabbed me in the back so many times....At times I could kill her [again, a feeling withheld from his therapist]....See, I raised my left hand--as if to kill her--with something or other in my left hand.

This was followed by a wish to punish his mother:

> ...for the pain she caused me....Logically she doesn't need it [the punishment], but that's the way I feel. (Pause)... She was trying to buy me with the cigarette case...I thought of prostitution for a moment [referring to himself for accepting the gift--a feeling he had withheld from his therapist]....before [referring to his childhood] she'd get me things but then punish me for them [new material]. ...She could have bought me before, now she can't because now I'm me [an obvious reference to his new feelings of strength and antonomy].

With this comment he lapsed into new elaborations on material which had taken place when he was 13. He was caught stealing a belt and was panicked by the fear that the police would inform his mother which, he had felt, would have placed him completely on his own in separating him from her (a fear which he had not disclosed to his therapist).

Another new association was prompted concerning his interview comment, "I can destroy people by loving them." He related that because his mother could not love him, he did not feel "guilty" for "stealing" her money as a child--"If I couldn't get love, I took the next best thing." (He had told the therapist that she had given him the money.)

The remaining few minutes of this recall session were used to develop evaluations which the client had made of his therapy to date, of which the following appeared most meaningful:

> So many things go on in my mind....I see pictures...have thoughts but they are all mixed up...but [I feel] that if I could...[sort them out]...they would add up to one word ...a key...which will be the answer [to my problem]....

An interesting hypothesis evolved from this recall session. Insofar as the therapist was well acquainted with many of the client's dynamics, it was possible to examine closely George's processes of rationalization and avoidance. During recall George pointed out where and how he had avoided revealing his "real" thoughts to the therapist. Such admissions are typical results of IPR exposure. Usually the rationalizations or verbal "cover" presented during the interview seemed to have an obtuse relationship with the real problem, i.e., they infrequently had direct relationship with underlying and unconscious concerns. During George's recall session, however, the relationship became clear and one could see how the cover, like one theme in an orchestral symphony, was harmonious with the underlying theme even though on first examination they appeared different.

Reactions to the IPR Session

Perhaps the best index for evaluating the client's reactions to the IPR experience is provided by his progress in subsequent therapeutic interviews. With this particular client, the following three sessions, 13 through 15, seem to offer direct evidence of personal change.

Thirteenth Interview.--The client's mood during the first part of this interview was an extension of his depressed state, which was seen to have developed over the past three interviews. However, later in the session--after making an interpretation (which will be discussed below)--he laughed freely and, from that point on, moved around in his chair in a typically adolescent manner.

This session can be characterized by the client's report on current progress in his extratherapeutic relationships. While it was rather flat in terms of affect, George's associations were more spontaneous and less structured than during previous interviews.

This change is largely attributed to the therapist's new approach to inducing associations. (The therapist had reviewed the recall session with the interrogator shortly after the session. The recall data confirmed many hypotheses he had held about the client; in addition it suggested new ones to him, e.g., on recall George complained the therapist asked him to free associate his thoughts, "... I can't...I'm not having thoughts, I'm seeing pictures--I can't do what he wants me to do...") As George's reaction indicates, the therapist had formerly instructed the client to describe his thoughts and feelings "without reservation...just let them come... remember there are no bad thoughts, no bad feelings." Following the client's cue on this occasion, he merely requested that George describe the "pictures" he saw. This innovation seemed to stimulate a continuous flow of material pertinent to his dynamics and concerns. Prior to the use of this technique the client had exhibited the more typical avoidance behavior, e.g., discussion of authors and their works, his personal like or dislike for various actors, current issues on the national scene, and so on.

Perhaps the most significant change in the client's behavior during this interview was his tendency to agree with his therapist's interpretations. In this same vein, he offered his own interpretations on extremely deep levels, e.g., "...my mother froze me--that's why I am rotten to girls." It was after this interpretation that his laughter and increased movement appeared. A second insight developed from his recognition that he felt as if he were behind bars and was attempting to "get out" through his attempts at writing, apparently a description of his recent attempts to communicate more meaningfully with his growing interpersonal world.

A few bits of new content did appear; however, it is not surprising to note that, in view of the depth of previous sessions, these fragments were highly reality-oriented. For example, he was preoccupied with a proposed visit he decided to make to his mother in the near future. He also noted that "things in general" were improving for him in school in regard to his attitude toward teachers and education, that he anticipated making the honor roll at the close of the coming semester. Lastly, he stated with a resolute tone that he wanted to stop drinking (he had not been drunk in several days and no drinking episodes have **occurred to date**.

Fourteenth Interview.--This hour disclosed rather dramatic evidence of new therapeutic growth. Continuing with the innovation of the thirteenth interview, the therapist requested that George talk about the "pictures" (mental images) he saw. He described two mountains, a road between them, and a red sky and red tunnel.

> CLIENT: (In associating to these fragments)...Hate... I can picture somebody running up this tunnel--trying to kill something at the end. (Pause) When I get mad I [actually] see red sometimes....It makes me sometimes feel creepy...How far can you run? (Pause) ...A beach...

trying to put the sound of waves into words...listening to the waves and after a while I got scared (referring to a past experience).

This is the first occasion during which the client openly talked about an intense feeling, indicating a general lowering of defenses and a much stronger commitment to his therapist.

THERAPIST: Why would waves scare you?
CLIENT: ...[They] look like a hand.
THERAPIST: Reaching for you.
CLIENT: ...Sometimes I think that if you die when you aren't asleep--when you're awake--it must be like a wave, you know. ...You get a wave and then you're about half conscious and then another wave--it's like when I took those pills, I kept going back and forth. You feel like you're floating--and then, you're gone.
THERAPIST: ...And you committed a crime and why weren't you caught? I think that you have a feeling, why weren't you killed instead of your father. Somehow it should have been you instead of him? And somehow, also, his love killed him.

George registered shock as he now recalled seeing his father sitting on the living room couch with his face in bandages, a sight which scared him. The client could not have been older than two at this time.

THERAPIST: Let's go back--how did your father's love destroy him, George?
CLIENT: My mother...she was sick, she couldn't love him. There was nobody around to care for him. His mother--if he had been around my grandmother, god, he was better off dead! ...It's like lovin' things when they can't love in return!

While many aspects of this thought have been considered before, the level of feeling here was far more intense and suggested the formation of new insight regarding his early relationship to his mother.

THERAPIST: You're kind of afraid that your love for your mother will kill you too.
CLIENT: I don't know (said as though he was giving this thought great consideration).

George continued to work with this theme, again contemplating that "a key" to his problems might be found. At length, he noted with firmness:

> CLIENT: You can kill somebody by refusing to hate it, just like refusing to love it--you can freeze 'em out.
> THERAPIST: Which did your mother do to you?
> CLIENT: She froze me out!
> THERAPIST: You must have hated her for it--you must have wanted to kill her for it...
> CLIENT: That's why I enjoyed being rotten to girls. ...The only part of love that was fun was sex.

At last the major elements of this and several previous hours fell into a meaningful order for the client. It is interesting to note that the client's feelings were far more available to him and, given this advantage, he was able to separate his needs for sex from needs for and fear of tenderness and love for the first time.

Fifteenth Interview.--During this session the client communicated freely and with great relish. His reactions were spontaneous, rapid, and clearly contained a depth of feeling unprecedented in his therapy. The hour was also marked by a still lower level of defensiveness and several fresh insights. The interaction was punctuated by bursts of laughter on the part of both client and therapist.

George's Oedipal conflicts were also brought into sharper focus than ever before. Instead of avoiding the therapist's probes in this area, as he had in the past, George reflected freely.

> CLIENT: When I was a little kid, I'd never dream of letting this come out.
> THERAPIST: Mm-hm.
> CLIENT: But--the idea was there--because she'd say, 'He's my little man,' you know, and 'you're the man of the house,' and that conveyed a meaning of masculinity or something you were supposed to be--which at the time I wanted to be but couldn't.... I was always jealous of anyone, like my step-fathers....I couldn't understand why she persisted with this, because at the same time she wanted me to be something I couldn't be and yet, yet all the time this--ah--mental, mental cruelty, that's the word for it. ...All the girls I've went with--(he listed four)--ah, I was afraid of loving them. But I wanted them to love me.

The client continued to make an even broader distinction for himself between needs for tenderness and physical sex.

Sixteenth Interview.--Most of this session was spent reworking themes brought up during the past few sessions. Toward the end of the session George made subtle but definite movements in expressing his anger toward the therapist. At one point he noted, "I would really get angry if anyone called me a 'mother-______'" which, in effect, is what the therapist had "called" him. It was as though the client were preparing the therapist for the depth of anger of which he was capable and at the same time exhibiting a willingness to examine the transference he had developed toward the therapist.

Student Ratings of Change on Five Therapeutic Variables

Two groups of post-master's degree students in clinical psychology or counseling witnessed these seven therapeutic sessions. The first group watched each session in full as it actually occurred on a bi-weekly basis. The second group watched videotapes of the first 20 minutes of each interview and was shown all the tapes during a single day. A rating instrument of five items was devised. The instrument required that the rater check on a five-point scale changes in therapeutic process and client behavior compared to the previous session. A typical item is the following:

(a) Compared to the last session, the client's ability to gain insight has

______markedly lessened
______lessened somewhat
______remained the same
______improved somewhat
______improved markedly

Other items focused on level of defenses, ability to experience feeling, ability to relate to the therapist, and on the overall therapeutic relationship. The items were selected as being important concomitants of therapeutic growth which might be affected by IPR stimulation.

The five responses on each item were assigned a score ranging from -2 growth points for markedly lessened to +2 growth points for improved markedly. The emphasis on "change compared to the previous session" enabled comparison to be made between consecutive sessions and the resulting cumulative growth points could thus be plotted graphically.

The two groups of student raters were asked to cooperate in an attempt to measure change in client behavior during therapy. Neither group was informed of the interposing IPR experience in order to avoid special sensitivity to improvement just because some kind of experimental treatment was given. Sessions nine through 15 were rated, session twelve being the brief interview with the therapist which provided the videotaped content for the client recall. For the twelfth session, the first group of raters were informed that the therapist had to terminate the session early, and since the second group of raters saw only the first 20 minutes of each session, no explanation was needed because the IPR session was thus the same length as all of the other sessions shown to them.

Rater Groups

In the first rating group only four of the 14 people enrolled in the seminar were present at all rating sessions. The ratings of these four students were averaged to give a graphic trend of the five variables over the seven sessions, as shown in figures 1-5.

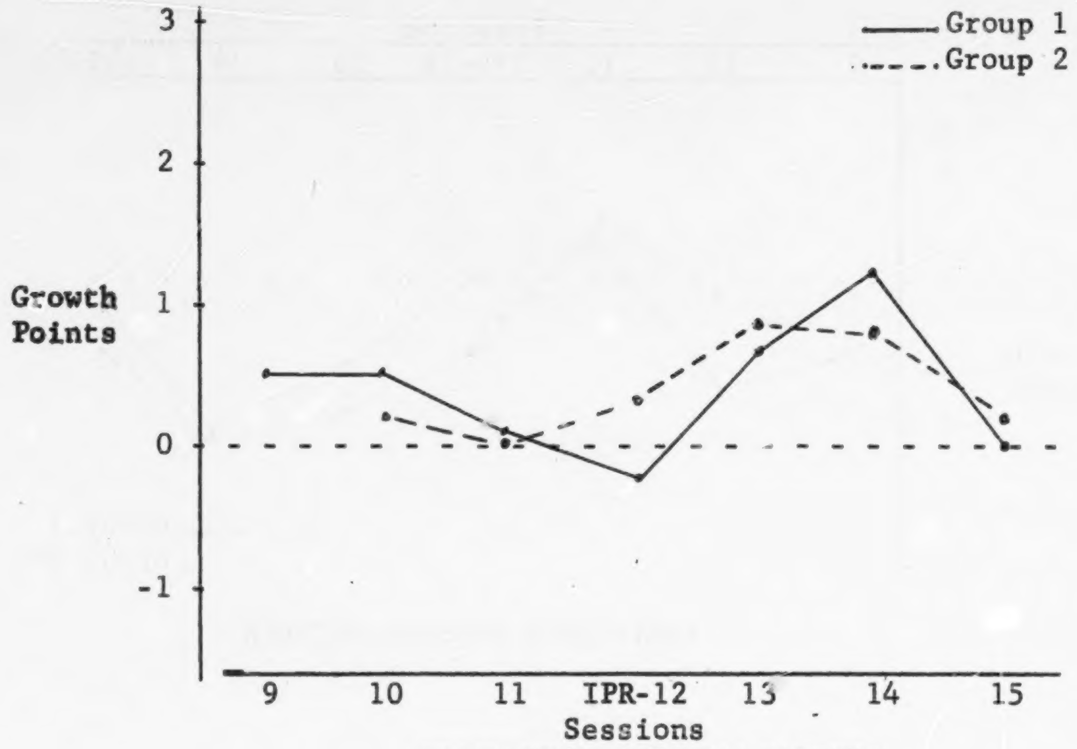
The second group, 15 post-master's students in counseling, were not enrolled in the seminar. This group **was** not previously acquainted with the client or with the therapist's goals and tactics as **was** the first group. They saw all sessions in the course of a single day. Each viewing was followed by only five minutes of discussion among the raters after they had rated the session. The experimenters provided information, on request only, about the client's case history or the therapist's stated or published position on goals and techniques in the treatment of seriously disturbed clients. The ratings of these 15 students, arranged to give a graphic trend of the five variables over the seven sessions, are also shown in figures 1-5.

An increment of one growth point on the graphs corresponds to an average rating of improved somewhat, an increment of two growth points to a rating of improved markedly. A line of zero slope indicates no change in the variable.

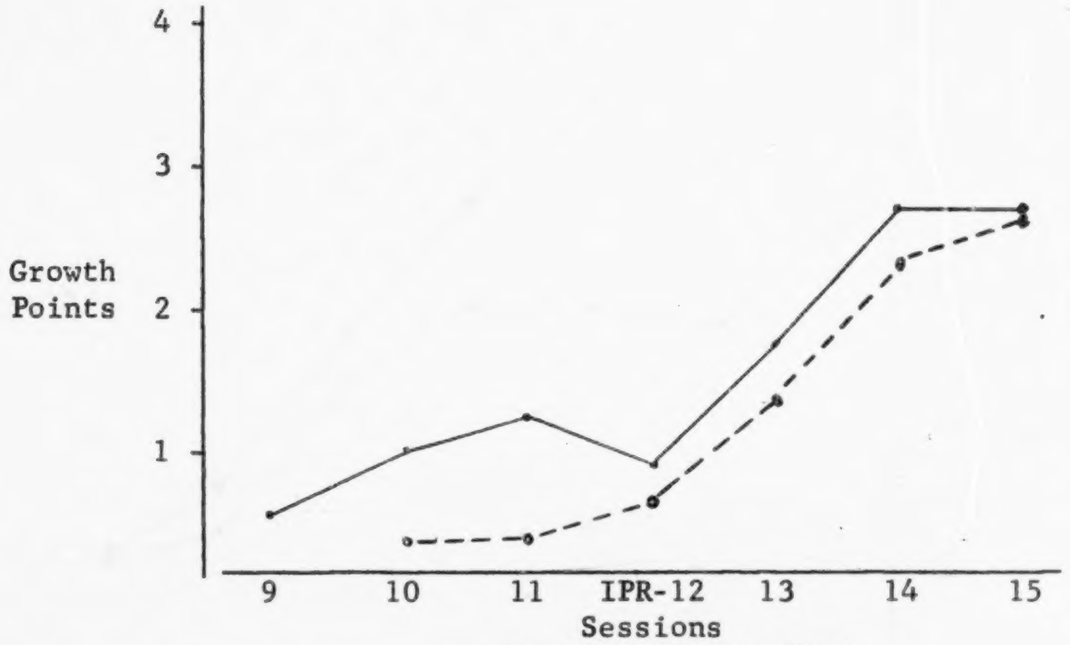
Although interpretation of these graphs must be made with restraint because of the time interval between ratings (for group 1) and the intervening discussions (in both groups) they do tend to support the claims for post-IPR improvement. For the first rating group, session 13, immediately following the IPR, follows an average trend in specific therapeutic variables, and shows minimal change in the overall therapeutic relationship. Session 14 emerges as an outstanding therapeutic hour, showing great improvement in insight and in ability to relate to the therapist, with considerable lowering of defenses and marked improvement in the overall relationship. Session 15 reflects a decline from the peak productivity of the preceding hour, but maintains the general trend of upward progress in therapy.

On all five items the greatest growth was seen by Group 2 in the post-IPR session (the 13th), with a strong increase also in the following session. This differs from the ratings by Group 1, which saw the fourteenth session as outstanding. Group 2, however, saw only the first 20 minutes of a 50-minute session, and while the first portion of the post-IPR session proceeded on a very deep

FIGURE 1: CLIENT'S ABILITY TO GAIN INSIGHT--RATINGS BY TWO GROUPS



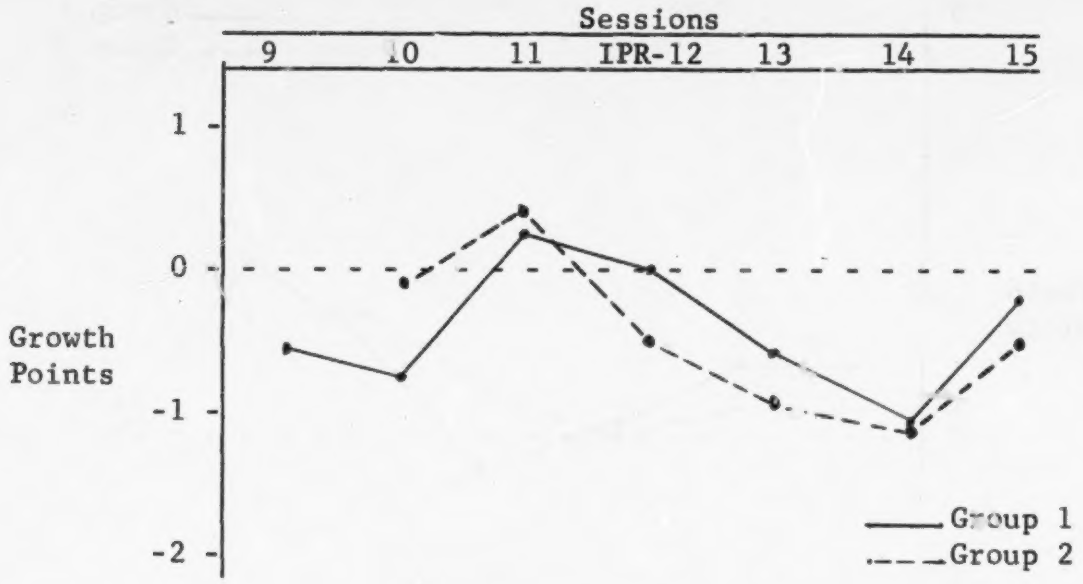
INDIVIDUAL SESSION RATINGS



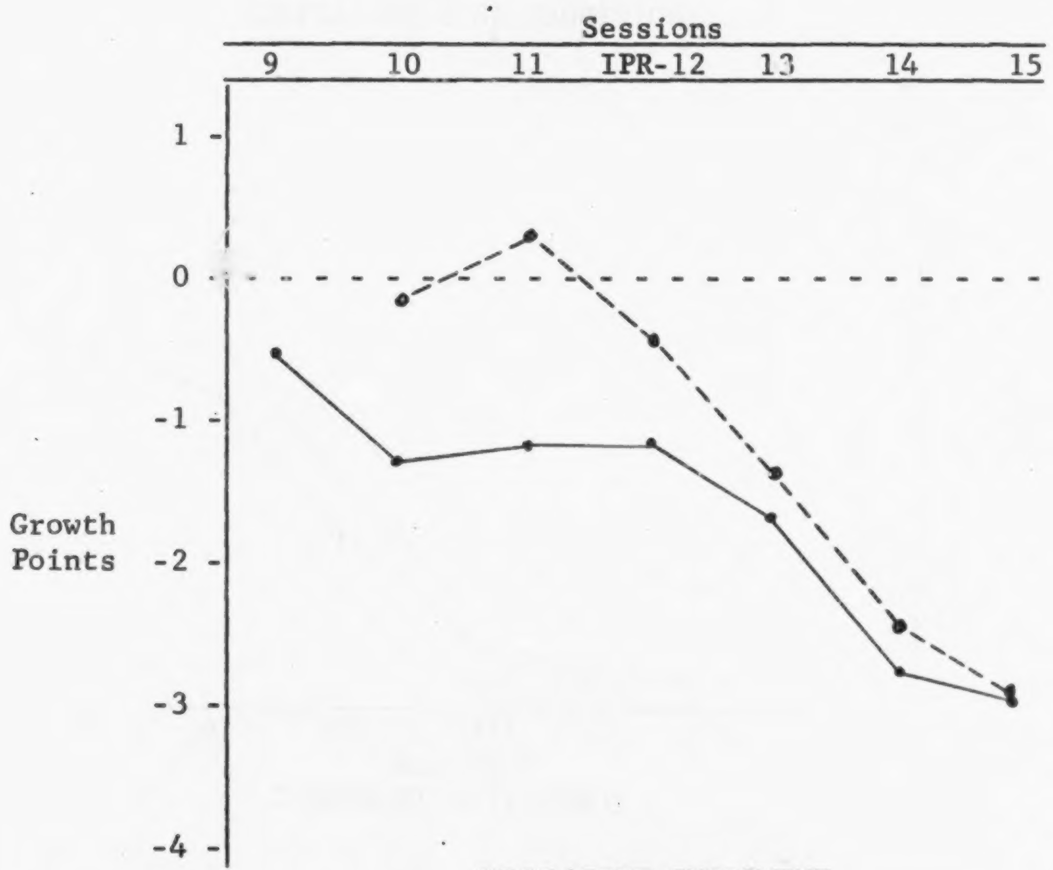
CUMULATIVE INCREMENT

The greatest changes occur in Sessions 13 and 14. Ability to gain insight has markedly improved following the IPR session.

FIGURE 2: CLIENT'S LEVEL OF DEFENSES--RATINGS BY TWO GROUPS



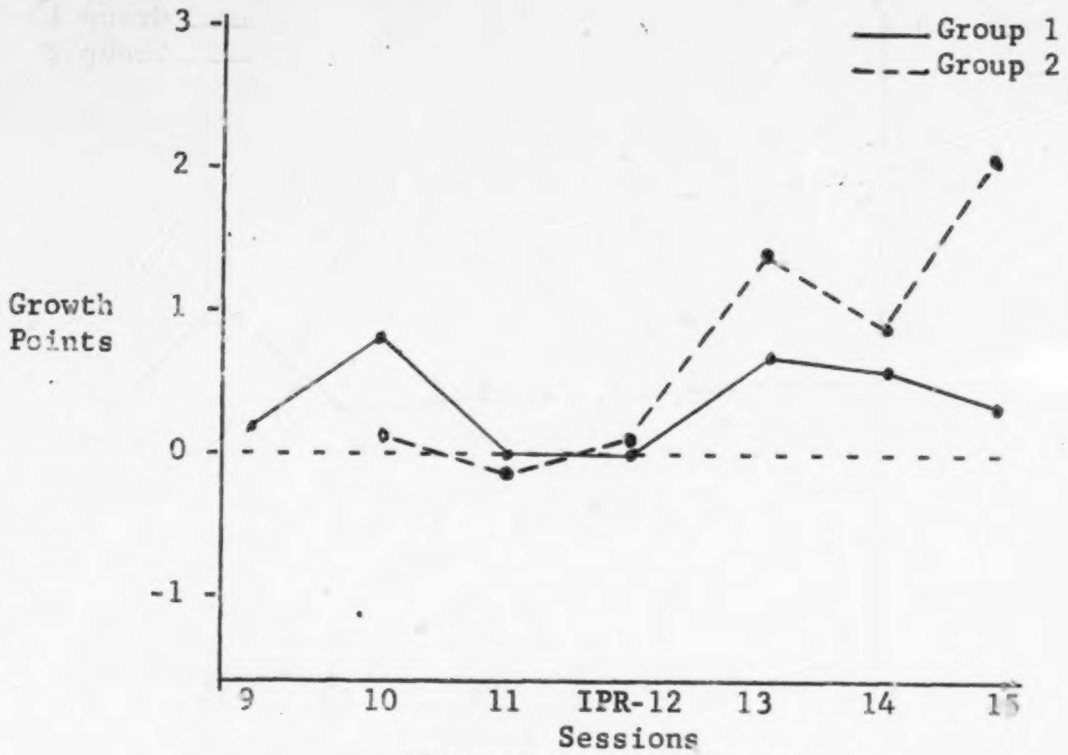
INDIVIDUAL SESSION RATINGS



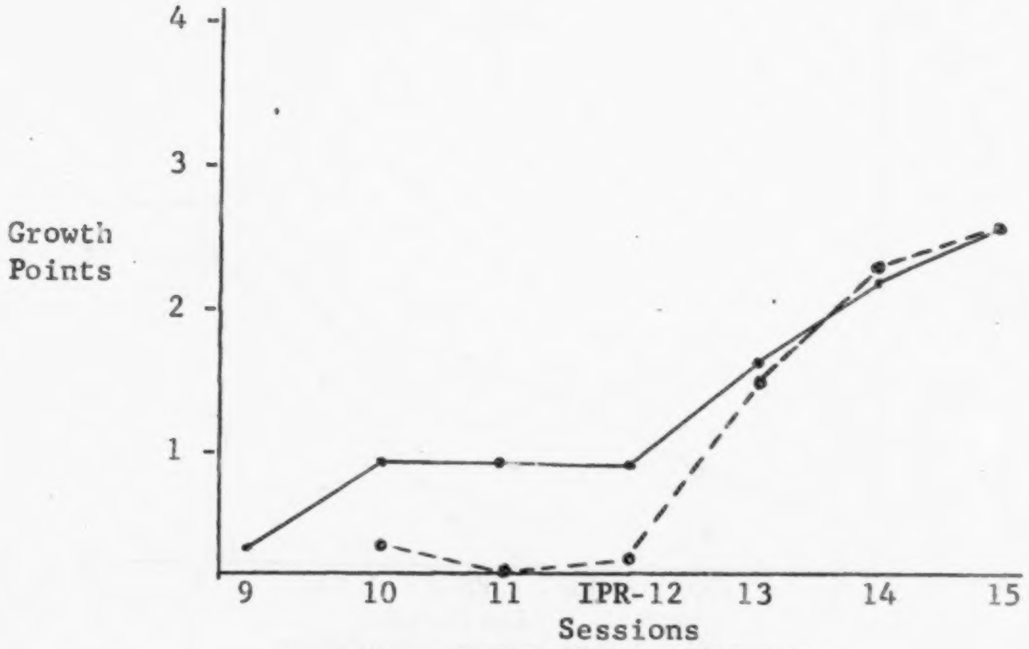
CUMULATIVE INCREMENT

A previous trend toward marked lowering of defenses is accelerated following the IPR session, especially in Sessions 13 and 14.

FIGURE 3: CLIENT'S ABILITY TO EXPERIENCE FEELINGS--RATINGS BY TWO GROUPS



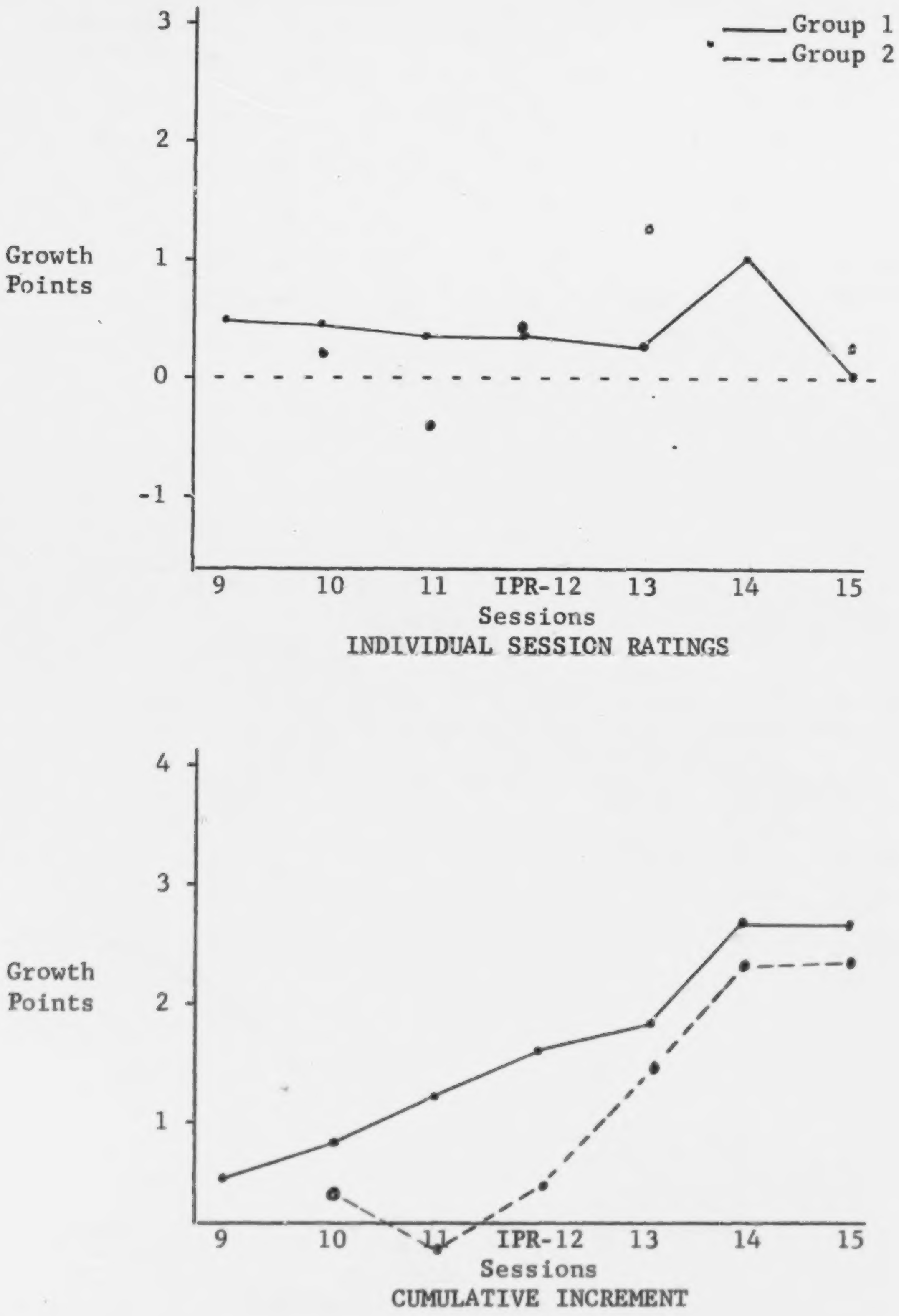
INDIVIDUAL SESSION RATINGS



CUMULATIVE INCREMENT

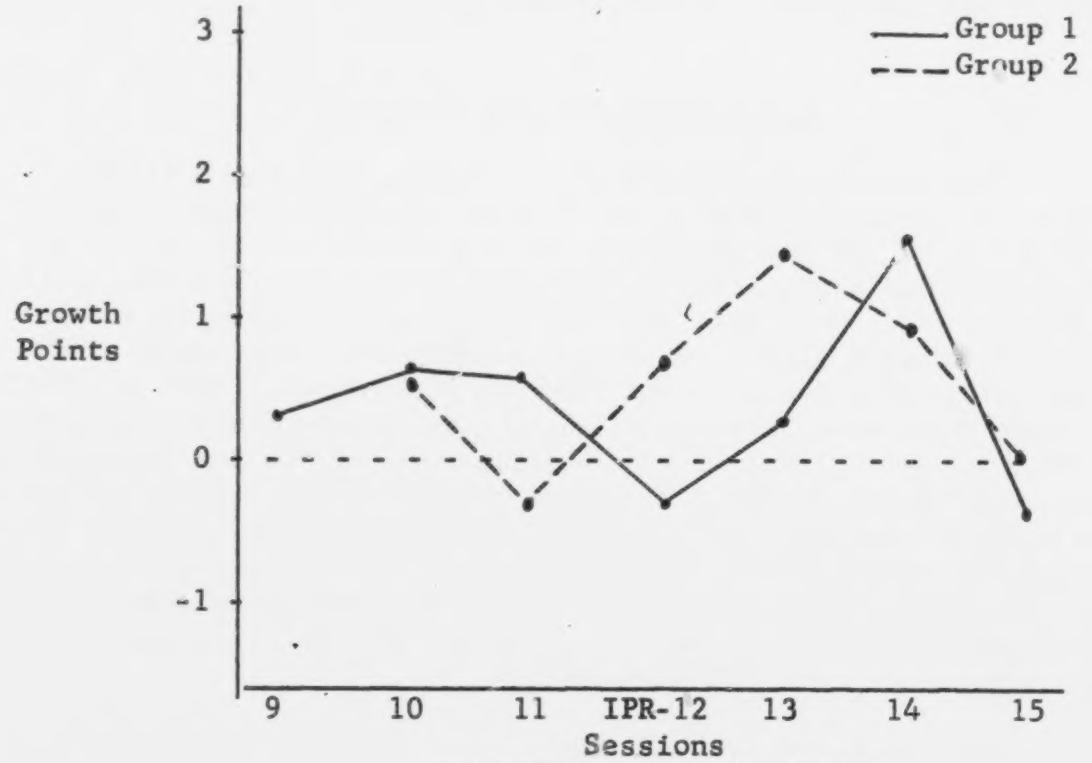
An increase occurs in this variable, particularly in the sessions following the IPR.

FIGURE 4: CLIENT'S ABILITY TO RELATE TO THE THERAPIST--RATINGS BY TWO GROUPS

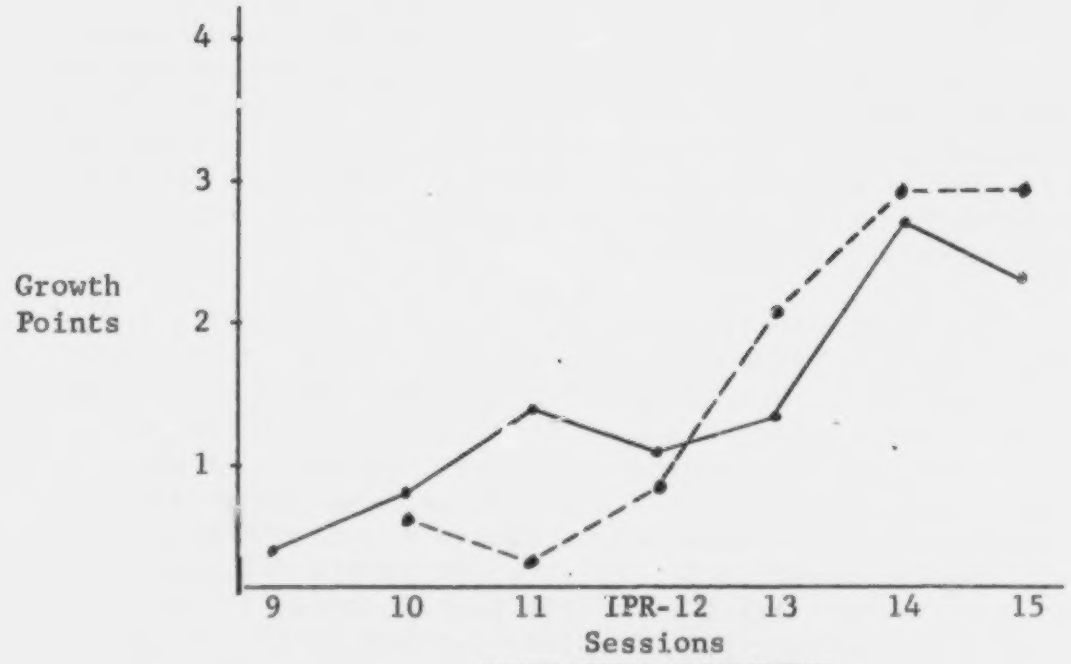


An upward trend occurs, with the largest increment occurring in Session 14.

FIGURE 5: OVERALL THERAPEUTIC RELATIONSHIP--RATINGS BY TWO GROUPS



INDIVIDUAL SESSION RATINGS



CUMULATIVE INCREMENT

Marked improvement occurs on this variable following the IPR session.

level, the client suddenly became more reality-oriented. This suggests that it may have been the content of the latter part of the tape which caused the differences rather than the bases on which the two groups judged change.

Conclusions and Implications

The heightened psychological clarity and forcefulness observed in George's behavior following his recall experience is a phenomenon which has been seen in less disturbed clients undergoing IPR stimulation (see the cases of Ruth; Jean and Joe; Bill; and Kitty). While in some ways it may be said that George represents the "ideal" client--with his intellectual brightness and strong motivation for personal change--post-recall gains of similar magnitude have also been noted in clients of average intelligence and with a moderate degree of commitment to counseling (see the cases of Bill and Ruth). Therefore, George's post-recall interview behavior is seen as representative of the effect of recall stimulation on many clients participating in IPR research to date. With this in mind, then, we will now analyze his post-recall behavior in an attempt to sift out any existing pattern which may result from IPR stimulation.

The reader may recall that the client was experiencing a prolonged, moderate degree of depression over the two-week period prior to his recall session. While he was working with the recall person during the twelfth hour, his depression showed indications of lifting as he was stimulated to vent intense feelings of anger, described earlier. The residual of his depression was carried over into the first part of the thirteenth therapeutic hour (the first post-recall interview) but, as the interview continued, the depression gave way to new spontaneity such as would be observed in the behavior of the typical adolescent. This new freedom was accompanied by fresh insights and a higher level of acceptance of the therapist's interpretations.

The fourteenth therapy hour (second post-recall interview) revealed strong evidence of new psychological gains as George openly talked about his intense feelings (now with his therapist in contrast to the recall person). This increased willingness to discuss his feelings in the presence of his therapist seems to have been the result of the recall stimulation which released the client from his prolonged depression and caused a concomitant integration of past painful experience. Thus, while recall did not enable the client to integrate his past in any global sense, it did serve to break up a restricting psychological set and so to initiate a new, healthier psychological direction in his therapy. As a result, new insights frequently evolved with therapeutic intervention during this fourteenth interview as well as an improved level of communication and clearer speech pattern. Moreover, the seminar judges who were rating variables of this interview volunteered that the five-point scale being used was at this time inadequate because of its low ceiling to rate properly the client's marked progress. One student used an infinity rather than attempt to count the frequency of acceptance of therapist's interpretations. Other students making judgments offered similar comments. The heightened quantity and quality of client behavior on nearly every therapeutic variable appears to have been an outgrowth of the client's and therapist's independent gains initiated by the recall session. Thus, in a general sense, George's depression was considerably relieved and he could, consequently, work more freely in evaluating his past behavior and feelings while observing himself on the monitor screen. Moreover, his therapist, in studying this recall session, was able to both correct and improve several of his technical approaches to George, as notably seen in his subsequent innovation in stimulating the client's associations (mental "pictures").

The fifteenth hour (or third post-recall interview) was characterized by a sustained and higher level of spontaneous communication, and a lowering of defensiveness, and fresh insights. Again, the client's psychological freedom, initiated during recall, continued to affect the therapeutic relationship. The outstanding new quality of this interview was the heightened openness in communication between client and therapist, as evidenced by the appropriateness of the client's feelings and his expanded psychological availability to his therapist.

The sixteenth hour (fourth post-recall therapeutic interview) appeared to be a natural result of the preceding three interviews. George's affect was equally available to him as he began to entertain feelings of subtle anger to a more conscious extent toward his mother and therapist. Further, insofar as so much new material had developed during his post-recall interviews, it is not surprising that past therapeutic themes were reworked during this session. From this interview onward, new themes continued to arise as the client's movement progressed at a rapid rate.

Thus, the above analysis of George's post-recall movement, coupled with similar instances of client gain from IPR stimulation, suggests the following post-recall pattern: (1) the first post-recall therapy interview is typically characterized by new insight and, at times, also accompanied by mild depression stemming from previous counseling interviews and from the shock effect of recall stimulation; (2) the second post-recall interview is frequently one of fresh therapeutic material, greater availability of affect, improved communication, a clearer speech pattern (in some clients), and a heightened quality of spontaneity between client and therapist; and (3) the most pronounced feature of the third post-recall interview is an even greater availability and appropriateness of client affect--not too infrequently this same feature may also be observable in the therapist.

This pattern of resulting gains suggests that this form of stimulus intervention has broad application in the counseling and psychotherapeutic treatment of clients experiencing a variety of personal difficulties with various degrees of severity. The case presented in this study infers, as do others reported in this volume, that even when an excellent therapeutic relationship exists and is yielding extensive gains, progress may be accelerated by means of IPR recall. Also inferred is that recall stimulation (even when limited as in this case study to 40 minutes) can foster growth which is sustained and utilized over time (excluding the lower portion of the mean), and with a commitment to counseling or psychotherapy ranging from moderate to intense.

Therapist's Postscript

The reactions of George's therapist to recall stimulation support the value of IPR intervention. Specifically, he felt that (1) it confirmed the efficacy of the interpretations which he had been offering the client, that (2) it enabled him to discover that George had been making many self-interpretations of ongoing content which George had not communicated (this became especially evident during the first and second post-recall interviews), that (3) this new knowledge of George's uncommunicated self-discoveries encouraged the therapist to pursue fruitfully specific dynamics with greater specificity and effectiveness during subsequent post-recall interviews (e.g., regarding the sexualization of tenderness and dependent needs as observed during the fourteenth hour), and, finally, that (4) through observation of the recall session, the therapist was prompted to develop and employ specific technique innovations to great advantage (e.g., requesting George to "talk about" his mental "pictures" rather than the standard approach of free association).

The therapist also volunteered that, as a result of observing his client in recall, he felt compelled to modify his therapeutic style with clients presenting similar personal characteristics to those of George. The most noticeable change seen in subsequent interviews with this client was that the therapist decreased his level of aggressive activity insofar as he was now made aware of George's sustained high level of commitment to personal change.

This modification prompts a final question regarding which variable in the IPR process--the recall worker or therapist--has the most influence upon client insight. Is it possible that because the recaller is thought to probe more actively, confront more bluntly, and question more freely than does the counselor, that the recall person is the actual "uncovering" agent who most promotes client insight in IPR? While a more definitive answer to this question must await further experience with IPR technique, it may be stated that the recaller's approach to George was "mild" when compared with the therapist's highly probing, direct, and interpretative style--even after its modification.

Effect of IPR in the Case of George

Which of the four characteristics of client progress seemed most influenced by IPR? From the taped material, we conclude the following:

1. The client owns his discomfort--admits the feeling of discomfort and begins to specify the locus of concern, fears, and discomfort.

   There was an excellent therapeutic relationship already established by the time IPR was used. George was clearly convinced that the locus of his concern was within himself. IPR did serve to sharpen some latent concerns and bring them to the surface--for example, George's conflict over a contemplated visit to his mother and his desire for the therapist's approval.

2. The client commits himself to change--cooperates rather than resists the efforts designed to change him.

   Although George was well motivated to cooperate with the therapist prior to the IPR session, both the ratings of two groups of judges and examination of the protocol suggest that IPR had a major impact on motivation and openness of communication. While in earlier sessions, George attended to the therapist's interpretations, following IPR he verbally "tried on" the interpretation. Instead of listening and nodding, or just listening, he now accepted and elaborated on the therapist's interpretations, thereby initiating new directions for therapy.

3. The client differentiates stimuli--learns to perceive more and more of the stimuli surrounding him--reacts to these as discrete rather than stereotyped factors.

   Here IPR seemed to help effect a major breakthrough in the therapy process. Both George and the therapist gained insights from the IPR sessions. Prior to IPR, George often shrugged his shoulders or attempted to illustrate his feelings through elaborate flights into lengthy narrations of past events; after IPR, he seemed better able to "identify" and describe his thoughts, feelings, and visual imagery--for example, the increased availability of feeling enabled George to distinguish, for the first time, between his needs for tenderness and physical sex.

The therapist learned to allow George ample time to answer his questions. After the therapist learned the extent to which George "saw his pictures" he added questions about George's visual imagery to his repertoire of leads.

4. The client behaves differently--reporting new behaviors outside the counseling relationship as well as trying out new behaviors with respect to the counselor.

After the IPR session, George reported that he wanted to stop drinking and that he had not engaged in heavy drinking for several days; however, with only one IPR session in a series of very successful therapy sessions, this could well be coincidental.

Ratings of the post-IPR sessions by two groups of judges indicated new behaviors in five areas: ability to relate to the therapist, ability to experience feelings, level of defensiveness, ability to gain insight, and overall therapeutic relationship.

These modifications in the relationship between George and his therapist were the most dramatic changes which occurred. They immediately followed the IPR session and so appear to be attributable to it; however, replication is needed before such a conclusion can be confirmed.

CHAPTER 4

THE CASE OF BILL

This study was made not only to evaluate the effectiveness of IPR on a highly manipulative, uncooperative college senior, but also to investigate the validity of recall data through the use of post-hypnotic suggestion.

Overview

In this study, progressive changes in recall behavior were recorded as the experimental conditions of regular interrogation, post-hypnotic interrogation, and post-hypnotic self-interrogation were systematically varied. Accordingly, a complex treatment process was entered upon with a single client. The investigation covered seven counseling sessions; four of which were used as orientation to hypnosis; the remaining three used IPR. The initial four ranged in length from one hour to two hours and were held twice weekly. This gave the counselor the opportunity to obtain necessary insights into the client's personality composite and to determine, after consultation with others, the client's readiness for what could be a strenuous emotional experience. The client was informed about the procedures to be used. (He had volunteered for help by means of IPR counseling and gave written releases for the experimental procedure.) These sessions also facilitated the phenomenon of hypnotic induction, as described by Gill and Brenman (1961). Although therapeutic in nature, these several sessions provided enough hypnotic conditioning to diminish greatly the time necessary for induction, i.e., the "induction phenomenon."

The fifth session was the first IPR, and consisted of 30 minutes of videotaped counseling with the counselor, followed by a 40 minute interrogation which was also videotaped. The regular IPR interrogation procedures were used. This interrogation was followed by a 40 minute "interrogation of the interrogation" by the original counselor--that is, a videotape of the interrogation was viewed, and the same stop-start procedure was employed. It was assumed that the previously established client-counselor relationship would prove beneficial

✓

in understanding the stimulated recall. Since no hypnosis was used, the depth of understanding reached in this initial IPR sequence served as a standard for comparison of the depth of material elicited in subsequent hypnotic IPR sequences.

The sixth videotaped counseling session (second IPR), held two days later, was preceded by a 30 minute hypnotic session. Under hypnosis, the client was instructed that, upon entering the interrogation (with the initial interrogator), he would find that he "had an improved ability to recognize feelings, emotions, attitudes, and thoughts, as well as improved ability to interpret body movements." Similarly, he was instructed that he would have increased motivation in this procedure and would receive personal satisfaction from his improved ability. This second interrogation lasted 40 minutes, and was videotaped. It was also followed by a 40 minute "interrogation of the interrogation" with the counselor.

The seventh counseling session was held on the evening of the same day. During the hypnosis session the same general suggestions were employed as in the morning, except that the client was instructed that there would be no interrogator; he would perform a "self-interrogation." The client was to review the counseling session, stop the tape as he desired, and verbally elaborate as if the interrogator were present. This "self-interrogation" lasted for approximately one hour.

The Client

Several months before the IPR treatment, the client's counselor at the Michigan State University Counseling Center had recommended termination after approximately three years of intermittent sessions. The subject, Bill, was a 21-year old male student. His mother is a dominant parent, and seems quite aggressive in social relationships. The father is considerably older than she and rather passive. Bill had minored in psychology. As a result of his academic training and counseling experience, Bill was "psychologically sophisticated," a characteristic which proved to be both an asset and a liability to progress in counseling.

A descriptive personality profile of Bill reflects tendencies toward manic-depressive mood swings, narcissism, ambiguity in dependency needs, and anxiety attacks, but not to any truly pathological extent. He recognized symptoms in poor study habits, low grades, inability to make decisions, indecisiveness in vocational and educational planning, familial conflicts, poor social relations, unsatisfactory sexual experiences, and psychosomatic disorders. The extent of each of these symtoms was not extreme, but they were all, at one time, professed by Bill to be present. The transcripts of the counseling sessions revealed the following primary themes: 1. dependency, 2. social inadequacy, 3. sexual uncertainty, 4. increasing dependence and professed "liking" for the counselor, 5. defenses against insight, 6. lack of ability to display affect, and 7. lack of self and social organization.

Evaluation

Bill's recall behavior as displayed on videotapes of the three interrogation sessions was clinically appraised by four members of the IPR staff and two of the department of counseling and guidance. A second appriasal was made by the counselor and by the supervisor of the client's previous counseling at the MSU counseling center.

No specific details of the client's case history were provided for the staff members. This spontaneous clinical evaluation procedure was intended to avoid prejudgment. It seemed to help the observers focus discussion on factors apparent in the videotapes themselves and on the comparative productivity of the various procedures.

Results

Description and Evaluation of Treatment Effects

Counseling Session 1.--This initial interview started with the discussion of Bill's previous counseling experiences and the proposed special IPR counseling sequence involving hypnosis. Bill related that he had not been a cooperative counselee in the past, but that he was interested in trying IPR. He said that he had no previous experience with hypnosis and seemed to be slightly apprehensive about this phase of the program.

He described the dynamics of his peer group in academic terms. He also discussed the sexual attitudes of his friends, criticized holders of extreme beliefs and reflected feelings of aloofness toward them, yet paradoxically identified himself as a non-conformist in the student society. Through this discussion, he progressively conveyed increasing insecurity and uncertainty. He professed to be a "manipulator" in social situations, but admitted that he was not very good at it:

> ...I'm a manipulator. I know I'm not very good at it... I really don't want to manipulate but I don't know how to do otherwise...Most of the past counseling was spent trying to get a healthy kick out of manipulating the session.

Bill also said that he had difficulty in establishing close human relations with both men and women.

Counseling Session 2.-- Bill stressed how he felt his friends misinterpreted his comments and behavior and consequently mistreated him or "...dumped on me." He admitted that he, too, was prone to "jump to conclusions" and misinterpret. He said that he was "undoubtedly a self-defeatist" and that he asks to be "cut down" and to be "dumped on." He admitted strong feelings of dependence, both with a girl friend and his mother. He said that there was an "attraction-rejection of both parents."

Counseling Sessions 3 and 4.-- The third and fourth counseling sessions followed approximately the same format: an introductory period discussing hypnosis, an induction of hypnosis, the awakening, a brief discussion of the hypnosis, and an evolvement into regular counseling. The content of the counseling portion of the interview encompassed themes and personality dynamics similar to those exemplified in the first two interviews.

Counseling Session 5 (First IPR).-- This counseling session, the first to be videotaped, seemed to reflect a strong therapeutic relationship between Bill and the counselor. The client admitted developing whatever symtoms he happened to be studying in psychology; lamented his poor grades; admitted several poor personal qualities, e.g., poor speech patterns; and related his fear of leaving the protective environment of the University upon graduation. He expressed dissatisfaction that his parents were coming for his graduation, stated that he hoped his friends would "cut her (his mother) down to size," and admitted that he did not dare to try to attack her.

IPR Interrogation of Session 5.-- While viewing the videotape of the preceding counseling session, the client commented on his body movement, his frequent use of the first person pronoun, his lack of change in facial expression, and the fact that he was more interested in his own activities than those of the counselor. He recalled certain feelings, e.g., anger, and annoyance with the interrogator for interrupting his narcissistic verbiage. At one point he seemed to become negative towards the interrogator. The reviewers also noted several hostile symbolic movements. The client employed psychological jargon and tried to impress with his display of vocabulary throughout the interrogation. A general dissatisfaction with his videotaped behavior was also expressed by him, but was stated without much affect.

IPR Interrogation of the Interrogation of Session 5.-- In the interrogation by the therapist using the videotape of the interrogation of Session 5, the client offered this generalization:

> I think I was trying to please. I wasn't quite sure what I should look for...I paid more attention to the physical gestures...I would have preferred to just sit back and watch it through and then run it through again and worry about looking into what happened...I was trying to develop a pattern to the whole thing, which is probably the story of my life.

He readily admitted that he rejected the interrogator, seemed to delight in the interrogator's distress (which may have been imagined by the client), and elaborated on his feelings about the interrogator getting in his way. He commented that he did not "probe around" for underlying thoughts or feelings, but he was not sure whether he would have been more productive if the interrogation had been performed by the counselor; at no time did he claim that he had lied or held back insights from the interrogator.

Counseling Session 6 (second IPR).-- This second IPR session began with an initial long silence. Bill then discussed his mother's attempts to control him. He then told, as if by analogy, about how, when meeting a girl for the first time, he asks his friends:

> "How is she in bed?
>
> 'She's all right, but you've got to do things her way--

> take her out to dinner and go over to her house at odd hours...'"

The client continued:

> "So you weigh it, and try to decide whether it's worth it or not."

He realized the content of the analogy and, perhaps as a means of ego protection, stated that he guessed it was significant that he used a sexual analogy to describe his mother. He discussed his father and the lack of emotional support in their relationship. The client seemed better able to stay with themes in this session than in previous interviews. Bill seemed to be talking about his feelings more, particularly feelings of inadequacy, and did not attempt to cover them over with his usual rapid verbiage. His speech quality and patterns seemed to reflect more uncertainty and more anxiety; there was much more stammering in this interview than had been noted in previous sessions. In general, there seemed to be a marked increase in his motivation to cooperate in the counseling process.

Hypnosis Induction Session.-- A 30 minute hypnosis session immediately followed the counseling session. Induction was performed rapidly, and satisfactory motor and imagery responses were obtained to verify a depth of approximately "medium trance" level on the Davis and Husband scale. The hypnotic suggestions directed the client to concentrate on the videotape and on his underlying emotions and feelings. He was told that he would achieve increased insight as he "relived the experiences on the film." A more positive relationship with the interrogator was also directed.

IPR Interrogation of Session 6.-- In evaluating the interrogation of session six, the clinical reviewers noted that Bill looked more directly at the interrogator, was more open towards him, and seemed to be more accepting. He seemed to be more involved in the process; he voluntarily stopped the videotape more often, rather than talking over the recording or waiting until the interrogator stopped it. The verbal content was much more affect-laden; he used words that reflected strong feelings, such as "mad," "angry," etc. These affective words also seemed to describe the emotions more accurately, e.g., at one point in the interview when a plateau seemed to be present, the client stated: "I was feeling foolish. I had muffed on one end of the bargain...I just sat there acting silly." There seemed to be more variation in facial expression and more pronounced voice inflections. The client showed awareness of the counselor's feelings, an area that he had totally omitted in the first interrogation. Although the appraisers disagreed as to whether animosity was lessened, it appeared that the client was more accepting of the interrogator, and did not let the previously strained client-interrogator relationship interfere with the IPR. This was especially true when compared with the first IPR interrogation; for example, one reviewer stated: "The client actually seemed to be straining to cooperate." Greater insight seemed to be achieved into his dependency, social inadequacy, sexual uncertainty, and ambivalence towards his parents, but none of these insights belied the content of the previous, nonhypnotic IPR protocol.

IPR Interrogation of Interrogation of Session 6.-- Essentially, this interrogation by the counselor using the videotape of the previous interrogation indicated further progress in directions noted in earlier similar exposures. Bill seemed to enjoy the session and regretted that it was not longer: "I didn't get a chance to get into this." He admitted he was not as hostile toward the interrogator; in fact, he himself pointed out that he leaned towards the interrogator to signify acceptance. The client noted more hand movements and facial expressions and interpreted them as signs of greater ease and involvement in the process. He paid greater attention to what the interrogator was saying, rather than fixing upon his own comments and thoughts; "I looked at him more. I wanted to be honest and didn't want to have words put into my mouth." He re-played some segments of the tape several times, something that he had not previously done, apparently in an effort to find the underlying affective content. It appeared that although Bill worked harder at the task of analyzing his underlying thoughts, feelings, and emotions than he had in the sessions without hypnosis, the basic content was similar.

Counseling Session 7 (third IPR).-- This counseling session, held in the evening of the same day as Counseling Session 6, included discussion about the arrival that afternoon of the client's parents, his attempts to handle his mother "with her own techniques," criticism of his father, and many of the themes previously mentioned. He said that he was having difficulty in assuming the role of the client that evening, and displayed several manifestations of obsessive worrying; e.g., he tended to chew his fingers more than in the earlier interviews.

Hypnosis Induction Session.-- The format of this hypnosis session was, in general, the same as in the initial IPR hypnosis session. But after the induction period and verification of depth, the direction was given that the client would perform a "self-interrogation."

IPR Self-Interrogation of Counseling Session 7.-- The client, left alone in the IPR counseling room but observed by two of the staff members, proved to be very capable of performing self-interrogation. Bill frequently displayed narcissism: "Look how cool and suave I am. I play everything really sharp," but, despite the narcissistic content in his responses, the observers noted his critical and cynical attitude toward his personal characteristics. Although he seemed to maintain a facade of confidence and competence during the interview, he appeared dissatisfied with it and verbally contemplated modifications. He admitted to testing the counselor by being unproductive, and recognized that he rationalized many things. He had several sections of the videotape replayed and became more and more dissatisfied with characteristics that he recognized in the tape. Overall, it appeared as if his defenses against the IPR procedure were either gone or greatly alleviated. He seemed to be disturbed by his new insights and awareness of his personality dynamics particularly the feelings of fear associated with discussion of his parents. This dissatisfaction with himself apparently began genuinely to motivate him to want to change.

Conclusions

The client, who in previous counseling had been uncooperative and manipulative and whose previous counseling had been relatively unproductive, became cooperative and willing to make a commitment to counseling after IPR sessions. Although this alone does not determine success, it is an important characteristic of clients who benefit from counseling. Obviously, some feelings of discomfort motivated the client to seek counseling on this and on his previous self referrals; however, once in the relationship, he had earlier delighted more in manipulating the counselor than in committing himself to change. Confrontation with the videotaped record of his behavior elicited enough self criticism from the client that his motivation to change was markedly increased. The acceleration of the client's quest for mental health was observed not only by the IPR staff; his previous counselor at the University Counseling Center observed his interviews and noted that the improvement was significantly better than had been achieved in the previous long-term counseling provided at the Center. The client himself also stated, both immediately and a year later, that he felt that the IPR procedure had facilitated his engaging in new and more satisfying social behaviors.

It must, however, be remembered that the use of post-hypnotic directions to replace the function of the recall worker obviously will have only limited practical applicability.

The videotapes were reviewed by eight clinicians. Their judgments were that the hypnotic IPR format alleviated the client's adverse attitude toward counseling, fostered a marked degree of self criticism in the client, improved his ability to apply himself to the IPR tasks, facilitated more accurate and more affect-laden verbalizations, fostered a better analytic ability to recognize detailed cues, enabled the client to be productive and insightful in self-interrogation, and apparently accelerated improvement in the client's mental health. Comparisons between "regular" recall sessions and post-hypnotic sessions, however, suggest that the content of "regular" recall sessions did not differ materially from the post-hypnotic session. Post-hypnotic insights were stated with greater certainty and more emotion but did not differ in content from the "regular" IPR process. This supported the assumption that IPR recall does elicit "honest" responses from subjects.

Postscript

A year after his last exposure to IPR, Bill was located and interviewed. He was asked if in retrospect IPR and the hypnotic procedures had been of benefit to him and in what ways.

The following excerpts from his responses typify his reaction:

> In terms of...influence...on my social adjustment, I definitely felt that in my last semester...I was much better able to cope with my problems of everyday life, much better able to handle interpersonal relationships... I was much happier during those ten weeks than I think in any successive ten weeks at Michigan State were in my life, as I can remember. I was doing better work academically, I was having better interpersonal relationships, both with men and women... I am not sure if it was IPR... which did it ... or if it was a maturation

> process or if it was just weight of numbers, having dealt with therapy with so many therapists...

He reported feeling much closer with the IPR counselor than with any of the others who had attempted to help him before that time. He also stated:

> With the IPR as compared to the classical standard counseling situation that I...[had previously experienced] the fact that I was able to relive the experience so soon afterwards, via tape and comment on it and see myself in a therapy situation--I think had a great value for me... it is better than having to say--'Oh, you remember last week or last time or whenever it was'...[you] see what you are actually projecting and saying and how you are acting. It is quite interesting to realize the difference between one's perceptions and what one is actually doing.

After leaving MSU, Bill served six months in the army and reported satisfactory adjustment to military life. After termination of active duty he applied for and was accepted in a doctoral program at a large Eastern university. Many of his manipulative characteristics still persisted and so too did many of his feelings of self doubt; but, there seemed no question but that he was able to function far more effectively and with less anxiety than before. We assume that at least part of his improved state is attributable to IPR procedures.

Relation of the Case of Bill to the Four Characteristics of Counseling Progress

Which of the four characteristics of client progress seemed most influenced by IPR? From the taped material, we concluded the following:

1. *The client owns his discomfort--admits the feeling of discomfort and begins to specify the locus of concern, fears, and discomfort*.-- Bill was suffering discomfort in his relationships with others as well as about his perceptions of himself. He seemed to be aware that the locus of his problems was within himself prior to exposure to IPR. IPR seemed to do little to heighten the general awareness although he did gain a deeper awareness of the specifics of his concerns.

2. The client commits himself to change--cooperates rather than resists the efforts designed to change him.-- IPR's major and most dramatic impact in the case of Bill appeared in the change in Bill's motivation. He had used his prior counseling relationships to manipulate the situation--in his own words "to get a healthy kick" out of fooling the counselor. In reviewing his interview behavior both under post-hypnotic suggestion and under non-hypnotic conditions, Bill became more and more dissatisfied with the "game" he found himself playing with the therapist. His shift from manipulation to cooperation was crucial to progress in counseling.

3. The client differentiates stimuli--learns to perceive more and more of the stimuli surrounding him--reacts to these as discrete rather than stereotyped factors.-- The protocols provide little data which would enable us to make inferences about IPR's impact on this aspect of Bill's case. It would appear that the primary content of the sessions centered around Bill's dissatisfaction with his behavior. When he began to cooperate, he was able to differentiate for the first time the extent of his anger and fear of his parents.

4. The client behaves differently--reporting new behaviors outside the counseling relationship as well as trying out new behaviors with respect to the counselor.-- Bill reported new behaviors both outside of the counseling relationship and over the ensuing months. The most dramatic changes in Bill's behavior, however, occurred in the counseling sessions. The videotapes of these sessions were reviewed by eight clinicians. Two were members of the counseling center staff, two of the department of counseling, and four of the IPR staff. Their judgments were that the hypnotic and non-hypnotic IPR format fostered a marked degree of self-criticism in the client which alleviated the client's adverse attitude towards counseling and improved the client's ability to apply himself to both the counseling and IPR tasks. They concluded that there was an accelerated movement toward mental health by the client. In particular, the counselor who had worked with the client prior to the IPR sessions commented on this new element of cooperation.

CHAPTER 5

THE CASE OF KITTY

Overview

The case material analyzed in this chapter reports on the effects of IPR-stimulated recall upon a very bright, professionally-trained counselor in the mature, productive years of her life. Prior to this form of treatment she had made dubious or at best, slight gains in two earlier counseling experiences, each of considerable duration and with professional, competent counselors.

Illustrative IPR recall material from the client's second, 30-minute counseling interview will be discussed in this report. This material will include a few brief excerpts of her interview, her recall centering on these excerpts, and her delayed recall of the same interview segments after a lapse of two months during which time she had had two additional counseling interviews.[1]

Client Background

Kitty, an intellectually superior, attractive, near forty-year-old married woman sought this, her third counseling experience. She complained that her previous counseling had not freed her from periods of chronic depression which occasionally immobilized her. She also noted that she felt she had demanded undue attention from her friends, family, and professional associates. She saw her husband as an intellectually, socially, and sexually unstimulating mate who had withdrawn from her and had "grown awfully old all of a sudden." The client volunteered her dislike of her 13-year-old daughter, but seemed oblivious of her favoritism for her 12-year-old son. Her parents were described as being quite advanced in years when they adopted her: she expressed a wistful fondness for her older brother and father--"I would have loved to have really known him /her father/"--but she made only fleeting references to her mother.

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[1] The reader may see the verbatim protocol of this interview and its recall sessions in Appendix A. It should be noted that only repetitious portions of the participants' speech have been deleted.

Movement in Counseling Prior to IPR Stimulation

Kitty's former counseling had apparently given her little additional insight into her interpersonal relationships and had provided no relief from frequent states of depression. She was quick to observe, however, that she had a "tendency" to rationalize away her feelings, however weak, and had always relied heavily upon her religious values and training as well as her intellectual astuteness in coping with personal problems.

During her first counseling interview it became obvious that she had to fight for self-control in relating difficult material. At these times she would either change the subject by initiating tangential subthemes, describe her concomitant physical stress reactions to the point of making the subject under consideration subservient, and/or momentarily dissociate her intense feelings. Nonetheless, a rather intensive relationship was quickly established with the counselor.

IPR Procedure During Recall

The protocol excerpts are of the client's second, half-hour interview. The recall session, covering the material of the entire interview, lasted approximately one-and-a-half hours.

The IPR method employed permitted the counselor and recall person to assume and maintain different roles. The counselor allowed the client freedom to lead in developing content in most instances, and he only occasionally offered direct interpretation. The recall person focused the client on the immediate videotaped relationship with the counselor and assumed a directive, even didactic role. Thus, the client was free to interact unchallenged with the counselor--to relate to him in ways which were congruent with her typical interpersonal patterns--then she was given the opportunity to gain insight about the transference during recall.

Kitty ended the counseling interview presented here deeply affected and in tears. The same openness to feeling was maintained during recall and thus provided a development in greater depth of the themes of the interview. Recall disclosed that her chief concern during the interview had been centered about her feeling that she would say or do something that would alienate her counselor which, she felt, would have been tantamount to hurting him and risking subsequent desertion--"I don't want to hurt him...drive him away." At length she discovered that this approach-avoidance, fear laden behavior was a defense against a stronger sense of being suffocated by her impulses.

The Delayed Recall Session

After a lapse of two months, with two intervening counseling interviews, the second interview videotape was replayed for the purpose of exploring the potency and possible added effects on the client in witnessing her earlier interview. On this occasion the counselor viewed the tape with the client.

At this time Kitty was amazed and pleased by the disparity she perceived between her earlier and present self-images. She now felt sufficiently secure so that she could empathize with her old image on the monitor screen; however, she did maintain some affective distance from her "old self." She repeatedly referred to her image as "she" or "her."[1] She was also surprised at how tenaciously she had formerly defended herself against having strong feelings, particularly those of anger. Toward the close of this recall she was able to volunteer, for the first time in the counseling relationship, her ambivalence--of pleasure and anger--toward the counselor that he would not be threatened by the expression of her intense feelings--"...you were so patient, so very patient...I just can't understand it!" Thus, this delayed recall further cemented the counselor-client relationship. Kitty seemed to grasp a much fuller appreciation of her changing self, but as in the case of Ruth, the impact of the videotape apparently lost much of its potency over time--the person on the television screen was not perceived as herself.

These findings are consistent with those of Nielsen (1963) who showed a movie film of a dyadic session to one of the participants a year and a half later. Nielsen states "Generally they were able to take a much more detached view of the film in the re-confrontation with a dyad than in the immediate confrontation with the film a week after it was taken, and thus they were more able to view the films more objectively, in some even to the point at which they did not quite identify with their own self." This is primarily what Kitty experienced during delayed recall; however Nielsen also postulates that the subject will reverse his affective evaluation of himself--eg., if his initial reaction to himself was positive, he will tend to evaluate himself more negatively during the delayed recall session. But Kitty was critical of her videotaped behavior during both the immediate and delayed recall sessions. Because the time span between sessions was shorter in this case than in Nielsen's and because Kitty had received two counseling sessions in the interim, we cannot confidently refute Nielsen's postulate based on our data, even though our findings are not consistent with it.

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[1] See Appendix A for complete protocol.

An Examination of Interview and Recall Excerpts

The following selected sectors of both immediate and delayed recall material--paired with their counseling interview antecedents--are presented so the reader may see some of the data from which our conclusions are drawn.

SECOND COUNSELING INTERVIEW

Sector Four

COUNSELOR: You mentioned something about hostility or anger--can you tell me more about this?

CLIENT: (Taking a deep breath) These are two things I had felt very guilty about. If I had any feelings of hostility or anger, they would never be expressed and, uh, if I had any inkling at all that I was beginning to be angry with anyone, I would work with a great deal of putting forth energy and discipline that I not be, because I thought this was a thing that was very, very wrong. But since then I am able to recognize when I am angry and, um, also am able to express it to a degree but maybe not fully. I noticed you picked this up that, uh, I had said it. This may mean a lead into something.

COUNSELOR: How is it for you now, when you get angry--how does it make you feel?

CLIENT: Well, first of all it's good to admit it, uh, like specifically I think of--well, with the kids (she then launched into a long, affectless explanation regarding expressing her anger toward her son)...

RECALL

Sector Four

CLIENT: Now, now!... "All right, now he's listening"...

RECALLER: You mean [you] give him a clue to see if he'd pick it up?

CLIENT: Because I had said 'hostility' and 'resentment' and I was just wondering could I have thrown that out then 'cause I felt this, you know, wanting...him to listen to me?

RECALLER: So you both hide and at the same time expose yourself at this point--you say, 'hostility,' and so on, it's kind of leading out a little bit, and yet the overall feeling is, "protect" yourself.

CLIENT: Yeah. ...I wish I didn't have to go into... his age and everything (referring to her detailed explanation above involving her son)...

RECALLER: Does this mean you're running again?

CLIENT: Yeah, as though, uh, I'm impatient.

RECALLER: Impatient--impatient with yourself? With the situation?

CLIENT: No, with him [the counselor], too...I feel I have to bring him up-to-date...

RECALLER: I see, but you're also detouring now. "Let's get away from hostility" is your feeling now?

CLIENT: ...I say I admit when I'm angry but I really don't believe I, uh, know how to fully express...anger, or joy, or anything....In watching it...I have the feeling there's more, that really I'd like to know how I could express anger. I mean it's good to be able to say I'm angry and recognize it, but how--?

DELAYED RECALL

Sector Four

CLIENT: Sitting here watching it now as if I was a different person, not me but removed from me, it's almost like I can feel in the pit of my stomach maybe what she was feeling, kind of like being torn apart inside...You know--oh, gosh! Wondering what to do to help her...I ache for her, really (she laughs anxiously)! As well as--though I can feel her aching.

COUNSELOR: Well, she was.

CLIENT: I don't think she was aware of it to this extent, except one ray was coming out, 'I need help!'

Comment on Sector Four

In the interview, Kitty responded ambivalently to the counselor's query about the hint which she had dropped earlier of not being able to handle her anger. She escaped into the lengthy narrative about her son, a detailed tangent devoid of feelings. During recall, however, she was partially able to explore her ambivalence by discovering that she was both pleased and angry ("impatient") that he had exposed her to her fear of strong feelings.

Thus, the client was able to use recall at this time to move further out of her cognitive defense against feelings--i.e., she was beginning to perceive that the counseling relationship could be used to try out new feelings and behavior. Although she was still unable directly to express anger at the counselor when it occurred, she could more easily describe these feelings on recall. Ultimately she learned to describe her feelings about the counselor directly to him.

On delayed recall Kitty clearly confirmed the change she had made in the intervening sessions when she referred to her videotape image as "she". The depth of empathy which she extended to "she" suggests that she had utilized delayed recall to become aware of the strong dependent needs and deprivation which were formerly masked by her anger. This use of recall seems to indicate that the lapse of time between her recall sessions enabled her to consolidate gains with the result that a renewed exposure was of value, but in a highly global way--i.e., from sharp, penetrating intrusions into defense processes on immediate recall to clear, generalized affirmation of personality change when viewed later.

SECOND COUNSELING INTERVIEW

Sector Thirty-one

COUNSELOR: And what type of feeling would this be? I think this is current, this feeling now with the kids.

CLIENT: (She responded by detailing how she had failed in the intellectual development of her children.)

COUNSELOR: It's almost like you're standing--

CLIENT: (Interrupting) Burying them (referring to her feelings in general)?

COUNSELOR: ...It's kind'a like you're standing off and looking in, but you're more concerned about what's going on out there in these other people than what they would say about you...

CLIENT: Hm--It's kind of like nothing's in it for you [me] as a person... (Pausing to reflect) This is interesting because...when you say this now, I can remember something that, uh--oh, this is years ago--when someone asked me if I could describe exactly how I felt about me...and I said at the time I felt like a little bulb that you plant in the ground...and I keep sending up little shoots because I want to come up in the sun and be whatever flower I'm gon'na be and, uh, there's always either a foot or a spade ...and it's never able to get up and be the flower...(she fought to regain her composure)...I can remember at the time that this was the most honest I've been in my whole life. ...I feel [now] like I want to run, I want to cry, and (sobs)...

COUNSELOR: Can you let me know what...those tears are about?

CLIENT: Well, the feeling that I...I--I've said something I shouldn't have said.

COUNSELOR: (Pause) Well, then, those tears are for you?

CLIENT: (In a voice muffled with tears) You mean like I'm feeling sorry for myself?

COUNSELOR: No. I got the feeling when you described the bulb and the foot coming down, like someone putting a tombstone over your head.

CLIENT: (Pause) Like putting--? I didn't hear you. I know there's a lot going on here...(A long pause follows as the client struggles to maintain control)...There's an awful lot here, I--(her voice breaks)--I'm trying to think but it's like (she breaks into sobbing)--.

RECALL

Sector Thirty-one

CLIENT: (As the replay is running) ...I'm not quite sure I can--I want to so desperately.
RECALLER: Frightened to.
CLIENT: (Stopping the replay) ...I'm frightened but at--at all costs I'm going to (i.e., divulge her feelings)! ...(Replay continues) I'm delighted though that he's there and he's listening. And yet I'm afraid.
RECALLER: Of what?
CLIENT: That he'd leave. ...(Pause) Because I feel I will drive him away.
RECALLER: Oh?
CLIENT: In saying what I said.
RECALLER: This is a new feeling?
CLIENT: Yeah, right now.
RECALLER: ...That it'll be too frightening to him? Why will it drive him away?
CLIENT: Um--distasteful.
RECALLER: That you are distasteful?.
CLIENT: Uh--this example I used... Something about, I shouldn't have said this, this is real tender--this feeling that's closest to being honest that I've ever been, that he won't like it or something and leave. The fear is so great it just, I can remember going through that, I--I sat here and just got so warm and stifled...as though I was choking myself and, uh, extreme punishment! As though...this was the worst thing I'd ever done...
RECALLER: You revealed too much... You were feeling close to something and he'll reject this, he won't take this.
CLIENT: Uh-huh. I'm afraid of being rejected. ...he'll get up and walk out. ...Either that or say he can't see me again. ...And this is too tender! I can't be left alone with this!

Comment on Sector Thirty-one

The element of personal risk was of such magnitude for Kitty during this interview segment that she actually feared for her psychological survival. At points her anxiety became so generalized, free floating, that she was unable to distinguish fantasy from consensual reality. She later used recall, however, to specify the frightening nature of her fantasy--that her counselor would desert her--to the extent that she became aware of the specific source of danger, viz., the "distasteful" things she had said or, more precisely, the feelings which she allowed herself to experience, and to describe to the counselor. The potency of these feelings was such that they would "drive" her counselor away and, as a result of this deprivation, she would be destroyed.[1]

In comparing sector 4 with 31, it is interesting to note the progressive way in which Kitty used stimulated recall in coping with her feelings about herself and toward her counselor. During the recall of sector four she relinquished much of her intellectualized defense against her anger toward the counselor to the extent that she was now able to behave differently with him. In relating her emotions to him more honestly, the recall session enabled her to specify the elements of her formerly vague anxieties about relating to people: she desperately needed people yet feared their rejection if she ever expressed her emotions. In sector 31 she pursued the dependent quality of the interview material under observation to the point that she became aware that, in her fantasy, dependency was equated with self-destruction and the desertion of others--in this instance "destruction" of her counselor. The insoluble dread of desertion, in her psychological frame of reference, was to be at the mercy of her "distasteful" feelings and impulses.

Effect of IPR in the Case of Kitty

Which of the four characteristics of client progress seemed most influenced by IPR? From the taped material, we conclude the following:

1. The client owns his discomfort--admits the feeling of discomfort and begins to specify the locus of concern, fears, and discomfort.

   Kitty had engaged in counseling on other occasions with different counselors. In addition, her psychological sophistication would not allow her the rationalization "I'm okay, it's the rest of the world which is not."

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[1] In subsequent sessions, she described her fears about being "real" as not only potentially destructive to herself but that somehow her real feelings would also destroy the other person (counselor, husband, children, etc.)

Kitty therefore knew that the locus of her concerns was within herself prior to entering into the IPR counseling series.

2. The client commits himself to change--cooperates rather than resists the efforts designed to change him.

   IPR increased Kitty's motivation to change and enabled her to deal with very painful material which she had avoided before. But it must be noted that Kitty was highly motivated and committed to change before beginning her IPR counseling.

3. The client differentiates stimuli--learns to perceive more and more of the stimuli surrounding him--reacts to these as discrete rather than stereotyped factors.

   Here IPR's impact was clear and apparently of a crucial nature. In the recall sessions Kitty repeatedly probed her stereotyped anticipation of rejection by others, in this case the counselor. Her vague fear of being "open" with the counselor was elaborated and understood in considerable detail. "...he'd leave...I will drive him away." She also became aware that she feared hurting the counselor. In some way, the expression of her honest feelings had the potential to harm others.

4. The client behaves differently--reporting new behaviors outside the counseling relationship as well as trying out new behaviors with respect to the counselor.

   Once aware of the potential rejection she had stereotypically ascribed to the counselor as well as the feeling of her potential to hurt by relating honestly to him, Kitty became more and more able to behave in new ways. As she revealed more and more of her feelings during the interview to the counselor and further discussed her expectation of the counselor with him, the fears associated with this new behavior provided her with increased insight on recall which then seemed to be followed by more new behavior in succeeding sessions. Kitty reported that her relationship with her children and husband had improved markedly.

   On delayed recall after a lapse of two months, she remarked on the disparity between her old and her current behavior. It is impossible to determine whether this is a true reflection of new behavior or a phenomenon of delayed recall observed in both our research and in the previous research of Nielsen (1964).

CHAPTER 6

EXPLORATORY APPLICATION OF IPR TECHNIQUE IN MARRIAGE COUNSELING

Jean, a woman in her early fifties, and Joe, who was a few years younger, applied to the director of the project for premarital counseling. Arrangements were made for them to meet with two counselors for an initial interview to determine the appropriateness and nature of IPR treatment.

Background Data

Jean was a well-groomed, charming woman in her early fifties, who maintained a successful career in the field of education. She had one daughter, recently married. Jean's first marriage to a prominent professional man was "a big illusion, a fantasy...It seemed like a wonderful marriage." She had always thought of the marriage as ideal: "I always dressed well; the house was beautiful; meals were served as he dictated; I thought everything was fine." Her relationship with her husband had been formally structured without depth of feeling or closeness, but this had been satisfying to her and, consequently, she was stunned by the divorce.

Jean was raised in a metropolis, an only daughter with six brothers. Her mother died when she was two. She shared her father's bed until she was nine. At this time her father caused a family upheaval by bringing home a new wife, "out of the blue." Jean said she completely rejected her stepmother and never regained her former closeness with her father. This pattern of being abandoned for another woman was repeated in her marriage.

Jean retained a great deal of guilt over her furious rejection of her stepmother which reflected itself in a mistrust of women. Her anger toward men, her need to challenge their adequacy and competitively prove her own self-sufficiency, were neurotic traits deriving from her unresolved Oedipal difficulties. She said that Joe reminded her strongly of her father in physical appearance and in certain traits and mannerisms.

Joe was a businessman, a few years younger than Jean. He came from a fundamentalist family of Dutch descent; his mother was outspoken, his father meek. Joe had married a woman who resembled his domineering mother. He believed that his role in the conflict with his wife had been to "let her go her own way rather than to stand up and fight." There were two teen-age children in the custody of their mother, a situation about which Joe had strong but mixed feelings of resentment and rejection.

Joe had been very successful in the army, receiving several rapid promotions. He found satisfaction in his duties as a reserve officer and felt that the men looked up to him and loved him. He enjoyed the respect of his employees, who "thought the world" of him. He had difficulties with men who were dominating or competitive, such as his business partner. With women, he assumed a passive-submissive role.

Presenting Problem

Jean and Joe had been divorced about five months earlier by their first partners, who then married each other and moved to another town. The legal contest ended in a humiliating loss, financially and emotionally, for both clients. Both Jean and Joe felt intense anger toward their former partners, and each feared hurting (or perhaps wished to hurt) the other--Jean by cruel domination, Joe by a devious and stubborn resistance.

At the time of seeking counseling, Jean and Joe were considering marriage. They described having been attracted to each other before their divorces, and their present attachment had been promoted by the disruption in their married lives. While they felt an urgent need for someone to fall back upon in maintaining self-regard, they were reluctant to commit themselves to a marriage which seemed the only recourse left to them by the action of their former partners. Nonetheless, Jean felt she needed a man, and Joe said that Jean was all he had left. Because of their doubts and confusion about their needs and their ability to succeed at marriage, they had sought pre-marital counseling.

It was felt on the basis of the first interview that an unspecified but limited number of IPR sessions would help the clients reorganize their defenses and also reduce the stress arising from their immediate situational difficulties. At the same time their treatment offered intriguing possibilities for the counselors to devise new applications of IPR technique for counseling practice through the study of this natural dyadic relationship.

The major variation in method was the study of a dual-client relationship within a multiple-counseling relationship. The IPR therapeutic focus was placed on the client-client relationship rather than on the customary counselor-client relationship.

In the interviews, the counselors tried to promote interaction between the clients, who were both on-camera. In the videotape replay the counselors were heard "off scene," and the client's attention could be directed toward response cues from each other which were likely to have escaped them in the original interaction. Each counselor took a more active therapeutic role in the paired recall sessions, helping the client to examine his videotaped interaction with the other client.

Jean and Joe were seen for four videotaped sessions at intervals of two to six weeks over the course of the next four months. Each session began with a 30 minute interview with both counselors during which the clients were videotaped for split-screen replay. In the first two recall sessions, Joe was accompanied by one counselor in Studio A and Jean by the other counselor in Studio B.[1] The third interview was conduced by the senior counselor. In this session a new procedure of mutual recall was introduced, having the clients remain together to discuss the replay. At an early juncture, the counselor became aware that both clients were relating exclusively with him rather than with each other. As one of their major problems seemed to be their inability to relate honestly with each other, the counselor assigned them to the task of stopping the playback to interrogate each other; he then left the room while the clients continued the recall process without his supervision. In the fourth session both counselors were present for the interview phase and then left the clients together for mutual recall. Subsequently, Jean and Joe were interviewed separately to terminate the contact and also to elicit their reactions to their IPR experience.

Course of IPR Treatment

The pre-counseling relationship of Jean and Joe was noticeably symbiotic. Jean appeared strong and aggressive while Joe deferred to her; she would dominate, he would submit. She was rejecting as a reaction against her fear of abandonment, whereas his succorant dependence masked a subtle stubbornness and wish to hurt. Joe's dependency served as a defense against the demands of others, whereas Jean's independence was essentially a cloak for a strong dependent need. Joe was generally intrapunitive and Jean essentially extrapunitive.

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[1] See Section I of this report, Introduction and Summary for a description of the setting.

Direct attendance to needs and feelings was avoided by the couple. As Jean took out a cigarette she did not ask Joe to light it and he did not offer to do so. Joe would often take the comfortable chair, leaving the hard chair for Jean. Joe nevertheless proclaimed his deep regard and concern for her. They both insisted that they never argued, but instead they could be seen on the screen to slight and reject each other, in words as well as in tone and manner.

Because of these fallacies in the clients' assumptions about their relationship, the IPR process was implemented so as to confront them with their individual and interactive modes of behavior and communication, via the replayed videotapes.

Focus On Jean

Jean became aware, as she watched the replays, that she was overbearing and not as affectionate toward Joe as she thought herself to be. She remarked with wonder, "Sometimes I'm actually mean to him!" At one point in the first IPR session, Jean was asked to describe her feelings as she watched the replay. She reported a sensation of pushing Joe away, or putting something between them. "I know I had trouble getting close, but I didn't know it was that bad," she said.

Jean's reluctance to touch upon feelings of guilt or inadequacy was shown in her evasive responses during counseling. Her major tactics of resistance were to monopolize the interview with a ready recital of extraneous events in which she was the undeserving sufferer. She was overtly rejecting of Joe, spoke of him in the third person as if he were not present, and concentrated on exposing his "faults" rather than on understanding her own role in their relationship.

Jean's defensive efforts to control and structure the interview served to restrict communication of her feelings. She resisted interaction with the woman counselor, confessing in recall her difficulty in relating to women. She attempted to secure attention from the male counselor by seductive dress and behavior. In recall sessions with this counselor, however, her tendency to disrupt interaction in the interview gave way to more open communication in which she volunteered more personal information about her past and her feelings, and occasionally cried, but she still made repeated attempts to digress from the recall task to the greater dependency of a regular counseling relationship. That Jean was using counseling to meet her needs for dependency was shown by a response in the initial interview. When asked why she was seeking help, she dwelt upon her expectation of a pleasurable experience, avoiding mention of the painfulness of her present feelings:

> Well, I could't go into marriage or anything else without counseling again (laugh)...and then I think I am a happier person too when I am--when I do have a counseling relationship. Better adjusted, maybe...(trailing off)

Jean's need for dependency, together with her ambivalent fear of closeness provided a major theme, which, in the fourth and final IPR session, was seen to conceal her horror of being alone. If she were not to structure her time, control herself, and domineer those close to her there would be nothing in her life but a "void":

> INTERVIEW
>
> 1ST COUNSELOR: This feeling of, 'I must structure or be lazy'...it's a frightening feeling, it's a strong feeling.
> JEAN: Yeah. I just feel like I just definitely would be left out and I wouldn't have achieved a thing.
> 2ND COUNSELOR: You'd feel real anxious if you had to put it to a test?
> JEAN: Well I feel like I've tried it and nothing happens then; that it's just uh, well it's just a void! Unless I plan it, there just isn't anything; that I just don't achieve anything...
> 1ST COUNSELOR: And you want your relationship with Joe structured?
> JEAN: Yeah I suppose--sure, that would be in it too.
> 2ND COUNSELOR: And you want marriage to be a structured thing?
> JEAN: Mm-hmm...
> 1ST COUNSELOR: If things are not spelled out, what will happen? What will happen to the relationship?
> JEAN: I think it would just die...I would feel like three hours without anything planned, it would just be--
> 1ST COUNSELOR: Mm? What would it be?
> JEAN: It would just be death, I feel like--it would just be nothing.

With the disturbing discovery of this insight, Jean's manner became subdued and somewhat depressed, in contrast to the sophisticated unconcern which she had formerly affected.

Focus on Joe

In the initial interview, Joe expressed his need for counseling. He briefly described his first marriage, dwelling on his own failings. He spoke awkwardly of his disturbed feelings: "Fear--quite often I find myself in fear, worrying about things that uh, aren't too important, but still, I think, restrict me from doing things."

Joe's anxiety was generally expressed by a labile quality of emotionality. He was excessibely compliant, and readily "accepted" every interpretation. It became evident that his congeniality served as a reactive control for his covert anger. During the first recall session, while watching his passive responses where the situation called for anger, Joe commented that he always felt that he had to live up to the reputation of being mild-mannered and so he tried to "play the hero" by being stoical about misfortunes. He recognized that this was a ploy to get others, as he said, to feed his ego and baby him a little bit. He suggested that his behavior served to get others to take his part and express his anger for him. Joe relied on Jean to nurture him: "She's so receptive to me!" Jean, however, resented what she felt as a demand to mother him. She described Joe's first wife as being domineering like his mother, and she was alarmed by her own urge to respond in that way to Joe's passively resistant behavior.

The difference between Joe's deeply felt anger and his reaction against the expression was quickly apparent on IPR recall. The following episode is from the first IPR session.

INTERVIEW

JEAN: Then today he got all upset because someone tells him...that /Joe's former wife and her new husband/ have gone to the mountains on a vacation and then Joe says 'Well, they got all our money!'

RECALL

COUNSELOR: How were you feeling just there--when she said 'They got all our money,' and then you smiled?

JOE: Um-hm. Well, that probably wasn't true there, I probably shouldn't have been smiling. Inwardly uh, I almost feel that I'm supporting that whole situation at the moment.

COUNSELOR: This is a source of anger?

JOE: Source of anger, right.

COUNSELOR: But instead of showing anger, you--?

JOE: I didn't! In other words I was really angry--I feel as if I'm the goat in the whole thing as far as the financial end of it.

COUNSELOR: I wonder why the smile?

JOE: Well uh, I guess to the outside world I've just got to put on a smile...for fear of--uh...(trails off)

COUNSELOR: For fear of what?

JOE: Oh uh, I just--I just don't feel as if--sometimes I try to say to myself 'Now this is just the way it's meant to be.' In other words, I accept it. And yet in my own mind I--I don't think it's right at all! (Heatedly) I think the laws that our country has relative to divorce are the most unfair things in the world! In other words, as a result of this situation it was all right for my wife to go out--It was all right for her to go out and find another husband and take half the money and I can go on supporting them!...And I don't express it properly but I smile through it. But it does, it really does, inwardly I just--uh, I--I wake up thinking about it for hours and I've tried to throw it and I can't!

The following session revealed more about Joe's mode of expressing anger. The counselor led Joe to examine the ways in which he denied anger verbally, yet expressed it meanwhile in his bodily postures and facial expressions. When Joe became angry at Jean's provocation, he shifted so that he sat on his right hand. It was suggested that he was resisting the urge to strike her, an impulse which Joe might have liked to disown if it had not been so palpably displayed on the television screen. This interpretation of a wish to strike a woman with whom he was angry was consistent with Joe's earlier expressed regret that he did not "stand up and fight" with his wife. An incident was later reported by the clients in which Joe actually acted upon this fantasy, publicly striking his wife and thus providing the grounds for their divorce. These facts were not known at the time by the recall person, who responded only to the visual cues in the replay.

In the next session the method of mutual recall was introduced. It enabled the clients to confront each other on the undercurrents of hostility and resentment between them. In the interview, Jean had related an incident about which she was angry and frustrated with Joe. He had arranged to call on her in the evening after dinner with business friends:

INTERVIEW

JEAN: So then he calls me at a quarter to ten and says uh, 'Well, I'm in the bar!' And I knew he was feeling pretty good.

(Joe shifts back and smiles broadly)

RECALL

JEAN: See, there! (Points to TV, then stops playback) I felt as though I was sinking and you were just enjoying it! I was getting madder and madder by the moment going through that, 'cause I could just sense you were really enjoying this--you had had a good time. And I could just feel myself sinking in the whole thing, thinking 'Well, you just go ahead and have a good time.'

JOE: I don't understand--because I was smiling? I think I was thinking of, uh, it was kind of amusing--the fact that you put me in a bar--and, uh, I was thinking [the counselor] probably thought I was pretty well lit.

JEAN: Well, weren't you?

JOE: No, I wasn't...I--I don't--I just can't comprehend, even though I'd like to, why you felt, why you feel that way, I just can't--I just don't understand.

Joe's fear of acknowledging anger led him to repress his feeling and so he and Jean remained at an impasse in their understanding of each other. Although the two previous IPR's had shown him the anger he concealed behind a smile or shift in position, he was as yet unable to discuss his feelings with the person to whom they were directed.

However, a similar situation arose toward the end of the videotape, and Jean seized on it, determined to settle the matter. Their discussion was continuing when the counselor entered toward the end of the mutual recall session. Jean summarized the conflict for him as follows:

JEAN:..At this point I don't even know him! I mean, I'm almost afraid of him! The minute I get frustrated he kind of sits back and smiles and thinks, "Well let her sweat."... And I'm just wondering if that isn't it then, that every time I start in to say something, if he starts to smile or something I get a defense up.

COUNSELOR: Joe, when you smile what does it mean?

> JOE: (Losing composure) I certainly uh--I don't feel as if--uh, I mean I'm sincere about it as I can be. I'm not, uh, there's nothing vindictive within me that's cruel--or I don't feel that at the time--and I don't belittle anything she does or says.
> JEAN: He says this but I mean when you watch it--
> COUNSELOR: (To Joe) What does it remind you of as you watch it, is it a smile of satisfaction to you?
> JOE: It's just a--gee, it's just the way I am! It's not uh--
> COUNSELOR: Does this smile come when you begin to feel that you're being attacked?
> JOE: Yes, Mm-hm. That's true. Well actually she is doing that [in the videotaped episode] I mean she's digging at something.
> COUNSELOR: Criticizing?
> JOE: Criticizing. And it's kind of a smile I think, but I don't think it's a smile of hate.
> JEAN: Well it doesn't seem like you could like it when you're being criticized.
> JOE: No, I certainly don't.
> JEAN: Well I guess that's just the way I feel and I don't know why it makes me so mad but it does...

Evaluation by the Clients

The final interview was an attempt to estimate the effects of IPR stimulation as perceived by the clients, in order to provide a check upon the possibly over-enthusiastic assessments of the counselors. The reactions of the clients must also be weighed carefully, as the situation offered an occasion for the clients to show their gratitude for the counseling they had received by making suitable testimonials. Some of the reported effects may therefore be exaggerated; some may be typical of clients' responses after a period of counseling; others can be seen to derive from the impact of the IPR experience.

Jean stated that a different picture of herself had emerged. Confrontation with herself was "horrible," "frightening," "a shock," and yet it helped her to find a more integrated and realistic self-image. She felt that the most useful effect of IPR was to have discovered her true age, and that this was helping her to accept and value her maturity.

> JEAN: I think probably one thing it helped me in, to be more serious in, [is that] I had more respect for maturity than I did before, for age maybe. I guess that I had never

> really looked at myself. I have never thought of age and this started me thinking on it a little bit that there was something to look forward to in being mature. I guess before I really didn't even want to face that, to think of maturity and age together. As I sat and studied myself, it was a real horrible shock to me. I thought I looked much older, and on the other hand, I had more respect for it. I'd think that would be real frightening now, talking about it now. I think I would have been real frightened for myself, that I was old or something and just didn't want to face it before probably. And yet when I got so I would look at it, it helped me so much; to want to be more mature.
>
> COUNSELOR: Yeah, so a general feeling of a more optimistic outlook?
>
> JEAN: Yes, I think so. It wasn't frightening.
>
> COUNSELOR: Not being afraid of getting older.
>
> JEAN: Uh huh. And I think as I said since I've been able to look at it more constructively than I ever have before--at age.

After each IPR session, Jean felt closer to Joe. She thought she was more mature and more constructive in her transactions with others, particularly with one of her female peers. The IPR confrontation provided evidence which altered her notions of causality in her interpersonal relationships. She said that she became aware of her role in precipitating her divorce, which she admitted she may actually have wanted:

> "Probably I wouldn't admit it maybe until I started seeing myself through these sessions and being more mature and starting to think, 'well, what did I have to do with it?' Because I'm just sure I could have put a stop to it--because I knew that he'd never run around before."

The overall benefits of the IPR counseling experience for Jean were several. A new and more realistic self-image emerged. She was able to accept responsibility for her behavior which contributed to her divorce. Her dreams and nightmares about her first husband disappeared. She felt a new maturity, and a new self-respect. She became acutely aware of her fear of "the void," and saw how this fear caused her to challenge, domineer, and reject Joe. She realized her fear of a close and unstructured relationship and began to display more openly her real needs for dependence.

Joe said that the IPR sessions put him on the spot and motivated him to improve. Between sessions he mulled over the events of the past interview and "took them to heart," to the extent that people at work commented on the change. Instead of tacitly accepting Jean's accusations regarding his responsibility for the difficulties in their relationship, as he did prior to counseling, he began to place more demands on her for change: "She's got to be able to bend that way and I'll bend the other to make it a good relationship." The threat of an argument no longer seemed so "damaging" to him; he began to realize that a disagreement was not irrevocable, and he recovered more quickly. He became aware of the feelings of anger which he had been denying. In the interview, Joe felt that he learned to show his irritation more openly and to assert himself more often.

By the final session, Joe began to shape a new role for himself in his relationship with Jean. His communication was more spontaneous, direct, and genuine. He took the lead several times, questioned Jean and prompted her to new insights, and adopted a manner of assured and kindly nurturance in the mutual recall session.

In his overall reactions to the treatment process, Joe felt he was happier and more contented. He ceased reliving and reviewing the events of the divorce. He allowed himself more freedom and assertiveness in relating to Jean, so that there was more potential for personal and mutual growth. As Joe summed it up in his own words:

> I feel much more independent than I did then. In other words, I feel that even if Jean decided not to [marry me], I could accept it and go on...and be left alone...Ah, thus a more content feeling. I think I can stand on my own two feet a little better than I could before I started. It means, whatever life has to give me, I'll be able to take it in stride.

Conclusions

A variation of IPR procedure having two clients on camera with two counselor-recall persons off camera was found to have potential as a marriage counseling technique.

The unique contribution of the IPR technique lay in focusing the clients' attention on the examination of themselves and their relationship. This effect was heightened by the development of the procedure of mutual recall without the moderation of the counselor-recall person. The emphasis in counseling moved rapidly from past traumatic events to the manifestations of difficulty in the immediate relationship. Exploration into individual dynamics was centered upon the evidence of their operation in the behavior witnessed during replay.

IPR confrontation produced a new and more clearly differentiated awareness of self and a feeling of personal responsibility for their past and present behavior. The clients were able to observe their usual modes of communication and to isolate the factors leading to conflict or deadlock. The symbiotic stalemate in which they were initially entangled was largely exposed and explored by the last interview, so that both clients were aware of the emergence of new patterns of communication and new role expectations.

Counseling for Jean and Joe did not bring an immediate decision as to whether they should marry, but rather it enabled them to disengage themselves from morbid feelings attached to the disturbing events of the past. Their ability to communicate meaningfully and openly with each other was improved. They became more aware of the dynamics of their relationship so that they could in the future make a more realistic decision about marriage.

The movement shown in four sessions in this case is encouraging in terms of further experimentation with IPR technique in multiple counseling relationships.

Effect of IPR in the Case of Jean and Joe

Which of the four characteristics of client progress seemed most influenced by IPR? From the taped material, we concluded the following:

1. The client owns his discomfort--admits the feeling of discomfort and begins to specify the locus of concern, fears, and discomfort.-- Jean and Joe were unhappy and confused. They felt the "fates" had been unkind to each of them. In examining their interaction on videotape, each came to recognize that the locus of his problem was within himself. They came to realize that each of their former marriages had not simply dissolved "out of the blue," but they had so related to their previous spouses that they bore an important part of the responsibility for the failure of the marriage. In addition, Jean came to recognize that Joe's passivity was something that she helped maintain and then harangued about. Joe came to recognize that his passivity was not caused by the dominance of the other, but rather was a role he himself sought out and maintained.

2. The client commits himself to change--cooperates rather than resists the efforts designed to change him.-- Both Joe and Jean were motivated to change prior to entering the IPR sessions; however, Jean was clearly more dissatisfied with the relationship and suffered more unhappiness about her previous divorce than did Joe. In the

course of IPR, Joe's motivation to change seemed to increase considerably more than Jean's did, but this characteristic of client progress was not as clearly or importantly changed as were the other three characteristics described.

3. The client differentiates stimuli--learns to perceive more and more of the stimuli surrounding him--reacts to these as discrete rather than stereotyped factors.-- Here IPR seemed to have made an important impact, particularly as variations in format enabled Joe and Jean to communicate more openly with each other. The protocol contains a clear illustration of such movement toward open communication. Whenever Jean "scolded" Joe, he tended to smile. She attributed this to orneriness on his part and typically became infuriated. On recall Joe clarified the meaning of the smile as a reaction to embarrassment. Before IPR they had been unable to share even such elementary questions.

4. The client behaves differently--reporting new behaviors outside the counseling relationship as well as trying out new behaviors with respect to the counselor.-- Examination by this couple of the ways in which they related to each other seemed to encourage the enacting of new behaviors between them on succeeding sessions. The new behaviors were characterized by a lessening of criticizing and attacking each other and increasing questioning of each other about feelings and attitudes. There were verbal explorations of their expectations, one of the other. Unlike the other case studies reported in this section, new behaviors by the participants could be validated in this study. The videotaping of relationships with significant others to provide content for recall appears to be a direct route to effecting new behavior when it's followed by opportunities to practice and re-evaluate the new behaviors with the significant others.

APPENDIX A

A SAMPLE IPR PROTOCOL

A SAMPLE IPR PROTOCOL

As an illustration of the format of an IPR counseling session, and of the changing nature of the interactions between client and counselor and between client and recall counselor, the complete protocol of an initial interview is provided here. Only minor editing has been done to shorten or simplify certain passages for convenience of printing--for example, frequent interjections of "Mm-hm" by the counselor are not indicated--material that might identify the client has been omitted.

In presenting this material we hope the reader will appreciate both the richness and the complexity of IPR data. It seemed to us that presenting an actual procotol was the best way of making clear to the reader the extent to which clients overtly interpret material and the extent to which the researcher must "read into it" in order to make implications clear.

The client is Kitty, a 40-year-old married woman with two children, whose case is described in Chapter 5 of this report. This appendix contains her first half-hour interview with the counselor; the client recall session with another recall counselor which took place immediately after the interview and lasted for an hour-and-a-half; the counselor's introspective recall at the same time; and the delayed mutual recall of the counselor and client after the lapse of two months and two intervening IPR sessions.

The following protocol shows segments of the interview in juxtaposition with the associated material from counselor and client recall sessions. Asterisks have been used to indicate the points at which the interview was stopped and recall took place. Although the interview tape could be stopped at any point by either the counselor or the client, the client halted the replay unless otherwise indicated. Such a halt in replay is shown in the protocol as a sector, the remarks of the person on recall being inserted into the continuity of the original interview. In the delayed mutual recall session, however, the pauses for recall do not coincide in place or number with the original sectors, so these points are annotated as they occur in the interview. As an example, (#1) occurring in sector 2 of the interview means that the videotape was stopped at this point for sector 1 of the delayed recall.

Sector 1: Interview

(Taping begins as the client tells how she came to enter into the previous counseling relationship which led to her first contact with the IPR method.)

CL[1]: ...and that's how it all started is that something didn't quite come out true, and so he questioned me and the more he questioned me, the more I began to question myself...and so then he said "Well, we better spend some time on this," and it was more serious than I realized, and so uh, that's where it all started...*

*Sector 1: Counselor Recall

CO[2]: During this time I wasn't exactly clear on what she was referring to regarding [what "didn't come out quite true"]. Now this is something previously I'd known that was pretty loaded for her. Uh, and because of the previous knowledge I had of its loading, I hesitated to bring it up to see exactly what was behind it. Somehow I'd gotten the feeling that uh, whatever the experience was, it was somewhat traumatic for her. Uh, in a sense I think my hesitation was, it was a bit premature in the interview and we would perhaps get to this later on when she brought it up voluntarily again.

---

[1] CL= Client (abbr.)

[2] CO= Counselor (abbr.)

*Sector 1: Client Recall

CL: (Still with a subdued and sober tone after the tears in which she had concluded the interview) I feel I'm running away from something there. I-I-I don't know what it is--I have the feeling that I want to touch it but I want to run from it too...And I was aware of my hands, my fingers just picked up real fast in the tempo of it. I noticed the fingers just started going faster and I turned my head and I also turned from him.

RE[1]: Well I looked away from him here?

CL: Well I looked away, I mean, as though I-- "There's some truth here but let's get on, let's get on to something else." ...I have the feeling there's something in there I want to run away from... I don't want to look at, and yet it was important enough to bring it out, refer to it.

RE: You don't want to talk about it.

CL: No, 'cause my hands were quiet, see I've turned my knees away... I'm not even looking at him.

Sector #1: Delayed Mutual Recall

(As taping begins the first words are inaudible)

CL: Yeah, it was too frightening to even get ahold of, as a whole... It's only been in the relationship with you and this whole process that I've been able to, as I say, even now. But at least it's more connected so that I can move now; right there I was stopped.

CO: Uh-huh. Yeah. You're kind of feeling at first that uh, say at this time here, it's so frightening it was unreal.

CL: Like a terrible nightmare. And yet I couldn't erase it as a nightmare, it had--

CO: 'Cause it had happened. (Both talking)

CL: Yeah. I was tense in that [the video tape] too... I mean compared to how I feel in this moment, I looked as though uh, I were--I started to say mechanical, as though I was just uh, real tense and tight, really tight!

CO: Mm-hm. Uh, I felt the same thing, uh, like you're on guard.

CL: Yeah, well I am.

CO: Sort of tight hold on the reins.

---

[1] RE= Recall counselor (abbr.)

Sector 2: Interview

CL: It was quite a tramatic experience, and getting into it was a pretty touchy situation all the way along.
CO: I'm sure it was.
CL: So I'm sure some of this may revert back to sense of guilt or something, I don't know, but at least I want to get it out and find out.
CO: Why don't you [tell me] how you feel coming here again would help you? (#1)
CL: I think it stems from the standpoint of uh, this feeling of dissatisfaction with myself as a person and, uh, in recognizing that I am dissatisifed, not to sit in that and become resentful or hostile, which of course would affect my relationships--and I do feel has--at least I feel they could be better; and in the process of this, realizing that I can't do it myself, and because of respect and confidence here that I would come back to this, or come back to this source.*

*Sector 2: Counselor Recall

CO: At this point I was unclear as to what she was really talking about. I knew how I framed the question, perhaps I was unclear about it, but I felt that the whole feeling she had in coming back was rather unclear, that she was muddled. I certainly at this point was unclear as to what she was really asking in coming back.

*Sector 2: Client Recall

CL: I'm aware though now..at the time I wasn't--but now as I view back, I wished that I had known him [counselor] before. "It's the school I respect and the people I have known, I don't know you [counselor] as a person, so therefore I may have an image of you becuase of this, but, uh, at least I want to trust you and to go on." But there is that question.

RE: Uh huh. At the moment, at the time you're saying this, you're not sure, "Can I trust you?"

CL: Becuase I say, "It's here, meaning the school, the instituation, and the people that have gone on before you. You are new to me but I hope that--." There's that question there. At least I don't feel that now, but I think it is there.

RE: Now when this feeling changes--

CL: Maybe I'll see it.

RE: Yeah, see what it turns to.

Sector #2: Delayed Mutual Recall

CO: How do you feel about that now?

CL: Oh-h-h! (Embarrassed) Such an intellectual--everything has to be--coming to these conclusions. I don't get any feeling from her! And I'm saying "her"...

CO: She's quite another person, huh?

CL: Yeah! Uh, I'm very much aware of how relaxed you look; uh, yet there seems to be something going on, as though she wants to move out and yet she's uh, not sure, she's kind of feeling her way around in this; and you're letting me 'cause I feel you're very relaxed; and at one point I think you were puzzled by it when you went like this,--were you?

CO: That's right. This is a long time ago, but I think perhaps what I may have been feeling; I wasn't quite sure what you were really saying, I felt the words were here. In other words... that she's saying something here which makes uh, rational sense, but at a deeper level she must be saying something else because the two, the feeling and what you were saying, were so far apart.

CL: There was a void...It's like reading a pamphlet written by somebody and can't feel the person's pulse, or feel his skin temperature.

CO: Kind of that way, right. The difference I think between what we've seen so far here in this first tape and the last is quite tremendous... Not only relaxation but there's more of you available!....

(Cont'd on p. 84.)

Sector 3: Interview

CO: So the idea is you do want to continue receiving help and to work more of this out?

CL: Very definitely. At first I had the idea that counseling was for a period of time in your life, you know, and then you got this worked through and then you were set, because from then on you could manage things and think it through, and work it through; but I've come to the conclusion that this isn't so, that we can until we reach another point and then if the--your environment or your associates do not offer this, then it's important to seek it out, (#2) which is what I'm experiencing now. But maybe uh, the question is too, that maybe I didn't work enough through at that time and need to work it out more completely or maybe that I am moving on to an entirely different outlook.*

*Sector 3: Counselor Recall

CO: I'm still groping to try to find out what it is that she's getting at in terms of her needs in coming back. Uh, I'm getting the feeling now that perhaps her vagueness is pretty pervasive in her life, that she gets tangled up in a lot of minutiae, some of it rationalization, some of it very strong feelings that she feels she somehow can't face or handle should she allow herself to feel rather strongly. In other words, I'm also getting a feeling that she exerts tremendous control upon herself at some times. I'm also a little uncomfortable with her, uh, her very vague type of--framing things.

*Sector 3: Client Recall

CL: I--I'm really just marking time here...I'm trying to feel him through and see whether I can trust--I mean this whole thing.

RE: The hand movement...

CL: Yeah, I can see this now, "I'm just trying to get the feel of you a little bit more," or something, 'cause it seems to me right now as I look at it, "Oh come on, let's--." (Sigh) I was just kind of marking time--

RE: Mark time, see what he says, how he says it, who is he.

CL: And what's he feeling like, and how do I feel towards the person. I'm trying to feel his pulse.

RE: Are you getting any feedback? What feelings are you getting, what do you think he's feeling or thinking?

CL: This is what I'm trying to get but right now I can't. I'm not getting any thing here as to what he might be feeling.

RE: But you're trying to?

CL: Right. So this is like marking time.

Sector #2: Delayed Mutual Recall (Cont'd)

CL: I know I feel much more relaxed, and freer. And right now as though I'm looking at somebody different.

CO: Mm! It's "she."

CL: Yeah, I was aware I said it was "she." (Laughing)

Sector #3: Delayed Mutual Recall

CL: She's an entirely different person, 'cause I'm different now. The other day this same situation came up, and he said, well, he has his homework to do, and I said, "Oh shut up and go do it!" (Both laughing) And gosh, I would never say "Well now, I'm angry with you." But I did then.

CO: There it was, huh?

CL: This is surprising to me, I mean even that I--to relate this, now it seems so different, but he did, I mean--and I just turned and said "Oh, shut up and do your homework!"

CO: How did he react to you then?

CL: Well, he kind of looked surprised, but he went out and did his homework; there wasn't any argument or anything, and I realized that it was different; and when I think about this [the videotape], I think, gee! She-she's so composed in this! Maybe I have more feelings yet to come out, but right now it seems humorous when I see this. And at the time I said it, it felt very good to say, you know, "Shut up!" So I (inaudible) at least a little bit more feeling. She seems too composed, you know. (Cont'd on p.86 .)

Sector 4: Interview

CL: (Cont'd) or something of this sort and need the extra; right now I feel the need for a realtionship with a person to work some of these dissatisfied feelings out.

CO: (Who has been trying to break in) You mentioned something about hostility or anger; can you tell me more about this?

CL: (Taking a deep breath) Well, let's see, um.*

*Sector 4: Counselor Recall

CO: I might also add a note here that I have a feeling of being constrained in the chair, by that I mean that I don't know how much freedom I have in terms of bodily movement, for fear that I should get off camera. Part of this is the newness of my feelings in the situation. Part of it too, is the feeling that uh, I don't have enough latitude because characteristically I move around more in my chair and at times lean toward or move up toward the counselee by scooting my chair over toward her. Uh, I haven't had feelings like that yet with Kitty but they occur later on in the tape. I'll point those out as we go along.

*Sector 4: Client Recall

CL: Yeah, now, now! This is where it changes. 'Cause I think "Alright, now he's been listening." Because I did say this, and I wonder-could I have done that deliberately?

RE: You mean give him a clue to see if he's pick it up?

CL: Because I had said "hostility" and "resentment" and I was just wondering, could I have thrown that out then, 'cause I felt this--you know--wanting to feel him, and if I could have thrown that out, because he did pick it up and now I respond--'cause I change, even my eyes look different and kind of a movement--you can almost see it in my, not only in my facial--but almost in the tone of my skin, you can see the "Okay now, let's get rolling."

RE: So you both hide and at the same time expose yourself at this point--you say "hostility" and so on, it's kind of leading out a little bit, and yet the overall feeling is "protect myself."

CL: Yeah. Till I know. Because um, that I was pleased with.

RE: That he picked it up, you were glad that he picked it up?

CL: Mm-hm. He did listen, you know?...This feeling, "Well uh, I'm here as a person and he's listening to me." "At least we can go one more step." Because I think that shows.

Sector #3: Delayed Mutual Recall (Cont'd)

CO: Kind of a little bit wooden and stiff, uh-huh, yeah. Yeah, this is a feeling I get too. Not only composed and controlled, overly controlled, but a little solemn, like you wouldn't enjoy life very much.

CL: No, that's true. There I keep getting another feeling uh,...when she's saying "This is why I came here," there's a little bit that comes out every now and then, I get warm feelings as though maybe I kind of like her, uh--

CO: Have some hope for her.

CL: Yeah, she's seeking something, she wants to feel something ...and so it's kind of like today as I look at her as though she's--"Gee, I'd kinda like you if I could get to know you, if we could kind of get through some of this uh, the bushes or whatever you've got in front of you." I mean, 'cause it keeps coming out, it's in this one area. "I'm here because I want to get on," that little bit, it seems like such a sliver right now, but I like that, and I feel warm towards this part. But the other, she'd kinda wear me out I think today. (Laughs)

CO: She'd get a little tedious on the patience.

CL: (offended) Yeah, uh, I have to--I don't know.

CO: Well you feeling for her as uh, being somewhat stiff and rigid, and uh, I added the dimension of not enjoying life as she could at times and so forth; all these feelings seem to be softened with the fact that she is seeking, therefore, she's hopeful, and there's hope for her. Uh, I wonder if at that time, if you weren't doing the best you could. (Cont'd on p. 88.)

Sector 5: Interview

CL: (Cont'd) These are two things I had felt very guilty about. If I had any feelings of hostility or anger, they would never be expressed and uh, if I had any inkling at all that I was beginning to be angry with anyone, I would work with a great deal of putting forth energy and discipline that I not be, because I thought this was a thing that was very, very wrong. But since then I am able to recognize when I *am* angry and, um, also am able to express it to a degree, but maybe not fully. I noticed you picked this up that, uh, I had said it. This may mean a lead into something.

CO: How is it for you now, when you get angry--how does it make you feel?

CL: Well, first of all it's good to admit it, uh, like specifically I think of--well with the kids, I have a son, Ted, who is twelve and uh, he'll slough off on his homework and watch TV and I'll catch him at TV...*

*Sector 5: Counselor Recall

CO: I had a feeling at this point, and she mentioned several things later on, that somehow she needs to exert controls on others and in so doing feels that she controls some of her own feelings and experiences within herself. In other words, she gives a tremendous amount of structure to her environment and so doing, this sort of contains or directs her own anxiety in herself.

*Sector 5: Client Recall

CL: Uh, this is bothersome to me. I wish I didn't have to go into this, telling him his age and everything.... So, well, now we're here in details again.
RE: Again?
CL: Yeah.
RE: Does this mean you're running again?
CL: Yeah, as though, uh, I'm impatient.
RE: Impatient--impatient with yourself? With the situation?
CL: No, with him too--
RE: Oh!
CL: And yet uh, there isn't anything that gives me, I mean in him, that is making it but it's something that uh, I'm impatient, I want to get on. So I have a feeling I used this, really now, becoming more sure.
RE: I'm not too clear. You're impatient with the counselor?
CL: No, at the relationship. Which would be with him, but I'm also in it. You see I threw out the hostility and resentment, he picked it up... This pleased me and then I wanted to get on, but not get on into hostility and resentment, I wanted to get on into something else that was in me so I let out a little bit but I--"All right, this is true, but let's get on to something deeper that is bothering me."
RE: I see, but then you begin to go into detail.
CL: I feel I have to bring him up-to-date and this is why I get impatient.
RE: I see, but you're also, you're detouring now. 'Let's get away from hostility' is your feeling now?
CL: Yeah, there's something else deeper that I don't recognize that I want to get at.

Sector #3: Delayed Mutual Recall (Cont'd)

CL: Oh, I think so, I think that--
CO: That you were working like hell you know, to--to get out of it what you needed to, and to give to it what you could, and uh, you were working against so many handicaps--
CL: Within myself--
CO: Yeah.
CL: (Slowly, considering) Yeah, I really think, I mean, as I view this now this is true. Really there was so little to work with, when I look at it.
CO: So little, you say?
CL: Yeah. But well, it was all I had... And I evidently--that I knew this within myself that it was ebbing away, and I knew that, I never would have come if I didn't, and that is what I feel kinda--kinda like a warmth, a going-out feeling to her, is that I'd be willing to give time with her, you know. (Cont'd)

Sector 6: Interview

CL: (Cont'd) and then I'll come out and say "Well, right now I'm very angry with you," and just be able to admit it to myself. I'm glad that I can instead of being so involved (#3) in myself and not express this and uh, so that he knows too that what I say now I'm saying because I'm angry and the relationship between us isn't very good, and then I point out why, and this has been, I think, helpful.

CO: You feel that then you two can talk at a more meaningful level, is that it?

CL: Well, I think I can, rather than before I would probably clam up and walk out of the room but, uh, still I think it would be expressed some way, uh, maybe delayed or something, I mean I can't go back now to something specific but uh--I mean this very fact that I can immediately admit that I'm angry...and this is the moment and the situation that created it, and that's it!

CO: You don't have to keep it in and hold it back.

CL: No, I--I feel that I can...*

*Sector 6: Counselor Recall

CO: The question I had in my mind at this point was uh, that apparently she's unaware of a great deal of anger that she still has attached to mixed feelings about herself. Uh, this was a very vague feeling. I couldn't really attach it to too much other than the previous videotape I'd seen of her. She seemed to be rather studied, deliberate, rather tight, even though she was dealing with material at this point that would normally uh, give a person who was able to handle it a great deal of freedom. I thought she lacked some of this freedom. I began wondering too about her feelings toward her son, what the relationship really held for her, uh also I had feelings about his sex, in other words, would she have similar feelings with a girl child who was behaving in a similar manner? This we didn't explore.

Sector 6: Client Recall

CL: You know, I don't think that--and, I can't get at what it is--but I have the feeling that I do hold back more.

RE: You feel you're doing it there?

CL: No, but what we're talking about, uh, I say I admit when I'm angry but really I don't believe I, uh, know how to fully express myself, either anger, or joy, or anything. And so, uh, this is all I'm capable of saying at the moment, or able to do... But right now I realize that, well yeah this--this isn't all of it, there's more that I don't know yet.

RE: Mm-hm. And do you recall any feelings that you were having as you were saying this?

CL: Well, it comes to me more now in watching it than I don't think I was as conscious of it there but now watching back to them, I have the feeling there's more. (With deep feeling) That really I'd like to know how I could express anger. I mean it's good to be able to say I'm angry and recognize it but how--?

RE: Um and you're not really getting it all, not really expressing it all?

CL: Up until right now I thought I was.

RE: But now you wonder?

CL: Yeah. A real question. (Her voice expresses that she is deeply moved.)

Sector #3: Delayed Mutual Recall (Cont'd)

CO: Mm-hm, mm-hm.

CL: Is this what you felt at the time too?

CO: Oh, yes. I felt you had all kinds of feelings--and stirrings going on--in the part down very deep, you know? Uh, in other words, what I'm saying is I didn't take it at face value the logic of what you were saying. It makes sense and I could understand it and follow you, and I'm sure this is how you are seeing it, and a lot of it I'm sure is very accurate, that isn't what I was questioning. My question is "Well, how does this relate to what really goes on underneath, where you're living your feelings?"

CL: Well, I wasn't much living!

CO: Well, I think you were, but in a particular way, perhaps pretty guarded, huh? And not too expressive, as you--as you really can be.

CL: Mm-hm. Or even today, I feel there--there's a whole new--

CO: Right. Yeah. In other words, you've become something different, it's like you're turning on the light more.

CL: Well, I know I feel very different.

CO: The bulb's a little further above the ground now, no one's stepped on it yet.[1]

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[1] A reference to the content of Sector 26. The analogy is of herself to a bulb trying to break through the ground.

Sector 7: Interview

CL: (Cont'd) come right out and say it. Now, as far as any other expression of it, I don't know whether I do or--other than just verbalizing it at the time and admitting that I am.

CO: Are there several things or one thing, uh, that you feel now is driving you back in, to seeking help?

CL: Well uh, yes there are. I think it, um...*

*Sector 7: Counselor Recall

CO: At this point I am trying to still help her clarify for me uh, what she is seeking in coming back. She's mentioned several things but they're rather vague. Uh, I get the feeling that she won't allow herself to have feelings about her needs in coming back. I'm attempting to help her focus more sharply on exactly what it is that is driving her back to counseling. Also I'm trying to determine how strong this need or needs to come may be, this need or needs. Um, whether it's still vague or whether there's some specific things.

*Sector 7: Client Recall

CL: Now there--there's where--that was--the fact that he said "driving you into seeking help." ...As though there's something wrong in seeking help.

RE: Hmm. You didn't like that statement?

CL: No. I notice I turned away too. Uh, because I don't feel driven into it. I feel as though I want to defend this now, I can feel it now, the counseling, the way I see counseling isn't the kind of thing somebody's driven into. It's something somebody seeks out for a better way rather than--

RE: Mm-hm.

CL: I mean that word "drive," I mean maybe I used the word myself, and it's a strong word for me but uh.

Sector #3: Delayed Mutual Recall (Continued)

CL: Oh! I hadn't thought about that: Yeah! yeah, yeah. Can almost feel the rain on the nose. (Both laughing)

Sector #4: Delayed Mutual Recall

CL: I'm running away from you there.

CO: Uh, how is that? Tell me how you see yourself as running away.

CL: When I get into all these details, like the ages of the kids; and how; and--I don't know--I just felt, you know, as though, "what did I run away from him for?" 'Cause right before that I had the feeling "Gee, you were real patient." You know, and then here I ran away from you and I wonder why. When I get into details, it seems I'm running.

CO: This means something, huh? It has some significance. There's a reason for it.

CL: Yeah. Now, you said uh--

CO: I used the term "drive" which I think you commented on before [Client Recall; Sector 7]. "What seems to drive you back in?" Did you feel somehow that word "drive didn't fit or--?

CL: Well, let's see. (Reluctant to admit her previous annoyance.)

CO: How does it feel now?

CL: Well, I think it's the word back, if I were--driving ahead, I think, would be more fitting to what she was saying.

CO: It's like I was revealing it as regression. [Term used by client in recall; Sector 8]

CL: Regression?

CO: That what you'd done hadn't really counted. Something like that?

CL: (Trapped and having difficulty admitting her feelings of rejection and anger) And I think now, as I look at this especially,

(Cont'd on p. 94.)

Sector 8: Interview

CL: (Cont'd) to sum it up is in the relationship with my family, my two children, Ted whom I've already referred to, Janice a little younger, and then my husband. Uh, the relationships there, and the dissatisfaction (#4) and then also with the work that I'm engaged in doing, I don't feel that I am doing as well. And yet I have no tangible indication that I'm not, anything that I can grasp ahold of, and yet it's an unsettled feeling. And it's almost as though I am listening for somebody to say I'm not doing a good job, to verify this uneasy feeling which may sound pretty silly but it's there.

CO: Somebody to sort of look over you shoulder and tap you, and tell you that--

CL: Something is wrong, Um, why this is there, or where it stems from, I don't know...(#5)

(The client goes on to describe her professional responsibilities, and the approval which she has been receiving from her employers.)

...and there's just uh, ample comments in communication from the officials and board members...*

*Sector 8: Counselor Recall

CO: The glowing contradiction here that Im not too sure she's aware of as to it's deeper ramifications seemed quite apparent to me. In other words, she's getting a lot of feedback that she's doing a good job, but at the same time her own feelings are that uh, something's missing something's lacking. I felt this was real pertinent material, in fact to the point that it may be locked around a large kernel within any difficulty she may have in a general sense.

I noticed she used the term "officials" uh, "board members," titles of this sort, which I wondered about at the time, how she felt about authority figures... I am still somewhat groping for clarity as to her needs in coming in, they are becoming a bit clear, uh, but we still have some ways to go on this.

As a person I might add, I feel rather comfortable with Kitty. She has warmth, a lot of it I feel is masked over, but I feel that with time and some work it would be available to her. I also feel that her need to mask her feelings over, to rationalize certain feelings, to contain them, is rather strong; that perhaps this is what she's bucking against in her own life. At this point too, I began to notice that uh, Kitty was an attractive person, that she, uh, has a neat appearance, uh, in other words, uh, physically as a person I might meet on the street, she feels like, uh, she has a lot of feminine qualities.

*Sector 8: Client Recall

CL: (During replay) You see-I've run away from him again into details.

RE: Into details, yes.

CL: Detail's my escape, I guess.

RE: Uh-huh.... (Pause) Why are you telling him this?

CL: I don't know.... (Pause) I'm defending myself here somehow.

RE: (Stopping replay) Do you recall from what? What is it you're protecting yourself from?

CL: No except...there's something that I want him to understand, that I'm terribly dissatisfied. But I can't get ahold of it, it's so elusive... I can't get ahold of it and I want _him_ to get ahold of it.

RE: Then at the same time you want to protect yourself from him?

CL: Mm-hm. And I think it's that word "drive," "drive you back into counseling" as though I was _regressing_...

RE: "It's not "driven," is this what you're trying to communicate?

CL: Yeah, that this is really moving to something better and I indicate that which is good so much better, and to me it's kind of like moving through a doorway into something better and this "driven back," the combination "driven you back into counseling" ...I uh, I relate it to regression, less than what is good and I think this is probably one reason why I got into all this, 'cause I'm aware here watching it, my greatest tool of defense is my details.

Sector #4: Delated Mutual Recall (Cont'd)

CL: (Cont'd) I realize this warm feeling of accepting this individual--and her efforts out--which is coming out--to what little bit there is--to seek counseling, to go back would be almost uh, uh, kind of throwing the towel in. I don't know whether that's how--I can't quite get how I felt then, because it seems so--such a long time--and really by days it isn't, but it seems such a long--I can't quite get at it accurately but it's uh, well it's the word "back," related to regression, where it's almost like I've put forth as much effort as I have, which to me is going ahead, and when you sit back--'cause I've got to leave it--I've left you--and I think I'd do that now. I'm not sure, but I just have that feeling right now, this is more familiar than she's been to this point, so I feel that--maybe there must still be something.

CO: That there still must be something here?

CL: There may still be some of this in me; the word "back" ... However I think, well--it's hard to uh--what I would do at this point. (Cont'd on page 96.)

Sector 9: Interview

CL: (Cont'd) (She offers further evidence of her success at her job.) (#6)

...so I mean with all this kind of evidence that "Well, Kitty, you ought to be really thankful and quite happy" (with a catch in her voice.)

And yet, there's something that...*

*Sector 9: Counselor Recall

CO: I've noticed at this time too, that she's very expressive with her bodily movements, that for instance, when she made a gesture there with her hands saying that she is uneasy about it, here hands really told the same thing. She's been doing this now more during the interview. Also her facial expressions uh, compliment any bodily movement she may have uh, saying the same things that she's verbalizing at the time.

Sector 9: Client Recall

CL: I'm working hard to let him know that this is good... that counseling leads us on to something better, not something you're going to go back into, regression or something less than what it is now.

RE: The word he used implied um, a seriousness or a greater degree of being troubled?

CL: Mm-hm. Calamity, kind of thing.

RE: Calamity--it's not that serious?

CL: Well no, the view of counseling--evidently I differ with him... Counseling is to go on to something better... That this is good now, you don't have to um, be completely beaten before you go into counseling.

RE: So what you're saying is "And I'm not completely beaten."

CL: No, I could exist like this but I think there's something better... And I want it. Evidently I'm working quite hard and I want him to understand it. (Showing distress) Because this looks to me like "I'm working to get something across to you but you're not getting it." (Troubled laugh) At least this is the way it seems.

Sector #4: Delayed Mutual Recall (Cont'd)

CO: Uh, some of that--whatever it may be--and I think it's--several things seemed to make sense to me in the next statement you said right after that. You started ticking off the ages of your family and you left off with your daughter and you went right on and said "Of course, there's Louis," The feeling I got--the way I read it was that when you said "Of course, there's Louis," it was like he was another child!

CL: (Pause) Say, that's true! I have feelings like that now. Now they're clear, 'cause I've had this over the Christmas vacation and I've said this, that I have to plan for three children because the competition that came up between Ted and Louis one day just--I said "My gosh, you're acting like two boys fighting over one--" I can't remember what it was I said now, but the feeling was this; and so then I--it hit me real clear that this is true. That I do have this feeling. I have to plan my time and my activities as though I had three children.

CO: Kind of divide them up so you don't jilt one or the other, huh?

CL: Yeah and--oh, I know now, it was at the table in conversation, and the two of them were talking upon each other and I said "Now this is--I feel as though I've got two kids trying to get both of my ears at the same time," and this is true. I kind of watch it, "How was your day," and "How was your day," and "How was your day," and if I don't give adequate time to all three, like three kids, then I have difficulties. (Cont'd on p. 98.)

Sector 10: Interview

CL: (Cont'd) Uh, it's almost that I'm just uneasy in it as though uh, I can't qui--quite trust this.

CO: Can't trust the success you've made?

CL: (Interrupting) That somewhere I am not doing a good job. And here as I say, the evidence--and I enjoy everything I do, every bit of this, there isn't anything that I um, am unhappy about except this gnawing feeling I'm not doing as well as I could be doing, and yet what that is I don't know (#7). But there is an unrest, and it's pretty consistent, it isn't just one time.

CO: ...how much aware are you of this kind of feeling?

CL: Usually in times of relaxing... Or during the night waking up.

CO: Oh, you wake up with this too?

CL: Uh-huh, that "Now there's something I'm missing, that could be done better, I'm not doing as well as I could be."

CO: Yeah. Yeah. You mentioned also you wanted to progress some more in your relationship with your husband?

CL: Well, in the family relationships, definitely there, and I'm conscious of this during the actual experience of the relationship. Uh where at work, I'm not, it's more reflective there--

CO: Yeah--

CL: But at home it's in the moment that I'm saying now I could have said something--I could have been better in this relationship, I could have maybe listened instead of talking, or I could have--I mean this is constant with me.

CO: Yeah. Well--how do you and your husband get along? Now.

CL: Well, I'm--I'm not sure how I can answer this.*

*Sector 10: Counselor Recall

CO: My feeling at this point when she said "I'm not sure how I can answer this" in response to my question, "How do you get along with your husband?" was that again she's not allowing herself to have feelings to the extent she's capable of; at the time I began to wonder what this need to control her feelings so tightly means. In other words, what function it serves for her. Uh, I began to speculate would she feel flooded if she allowed herself to have her feelings, would she feel she couldn't control her impulses, would she feel that she would do something to the relationship that would damage it beyond repair?

My general feelings about Kitty at this point were that here's a woman who has a lot that's buried within herself in terms of expression and enjoyment of life that she never really realizes; and there's another feeling that's beginning to creep in for me and that is at times she is rather dull within herself and she feels this as unrest. My feelings at this moment were that she was kind of dull.

*Sector 10: Client Recall

CL: Oh, I'm running away.

RE: From what?

CL: Louis... 'cause I said "the family relationship," running away from it.

RE: How do you feel at that moment?

CL: Well, it was that "I told you I didn't want to stay on it but here you are now--okay!"

RE: Trapped?

CL: Yeah, 'cause I looked away and brushed him off with my hand gesture, and (sigh) "I told you already I didn't want to." And at the time I thought "Well, maybe I'd better face it." This is, I think this is what goes on when I want to look at something but I don't....

RE: Mm-hm. Any notions about what he's thinking at this point?

CL: I have the feeling that he felt it was important so he was sticking with it...

RE: And what is he thinking about you as you guessed at this time. Have any feelings?

CL: No, except uh, he caught me on this, "You passed over it, I'm gonna bring you right back to it." Even though I don't like it, uh, 'cause of the gestures and things, I have the feeling that uh, uh, this is helpful in building trust because uh, he did pick this up... I have the feeling that he is going to stay with me. I think this is probably the first time I've got this feeling....

RE: He's not going to let you escape.

Sector #4: Delayed Mutual Recall (Cont'd)

CO: Uh-huh, one's going to react and feel snubbed and treated some particular way. Yeah, well, I wondered about this uh, I guess that's when I first started to wonder about it.

CL: Well, you picked that up and that's true....(The discussion diverges from recall to elaboration of the family background. The client describes the changes in herself and her husband, and from the topic of this relationship she returns to discuss the present transaction with the counselor.) ...but that isn't meeting my need and uh, uh, I've never been able to admit this and look at this until most recently. And I--here again I bring it to the relationship with you: "I've got needs that need to be met."

CO: You're real and--

CL: And then the other thing too is that here I am able to look more realistically at the great difference between Louis and myself, that this is Louis, a very informal, folksey kind of person;

(Cont'd on p.100)

Sector 11: Interview

CL: (Cont'd) I'm not satisfied so therefore I'm not satisfied in this relationship. From his indications, it would seem as though he were and all is well, but I'm not satisfied. Now I keep coming back "I'm not satisfied" and this isn't getting us anywhere. Well, maybe I can get ahold of something specific. (Pause) (#8) I seem to have the feeling that he's too contented and this is irritating to me. Now what do I mean by this? I think of the things that he has worked for in his life that have meaning to him.

(Here the client launches into a description of her husband's vocational and leisure interests.)*

*Sector 11: Counselor Recall

CO: I had a very strong feeling and it began to grow at this point, that she was protecting her husband. Somehow she felt he was a weak man, incapable of either holding up his own load for himself or perhaps even for her too. To the extent that his may be true, that there is this need to protect him; uh, it would seem that she has gone to great extent to uh, help him plan or satisfy himself while her needs to be satisfied aren't really being met by him. It was on this basis that I began to question uh, how does he meet her needs, how do they really communicate and get along? Also such questions as uh, sexually, how do they get along, what satisfactions are met in that kind of relationship?

4

*Sector 11: Client Recall

RE: (During replay) Well you're annoyed with him when he did this or not?

CL: I'm not conscious of being annoyed... (Pause) Yes, I am! And yet I move towards him but there's a mixture. (RE: Yeah) I'm squirming which is irritation. (RE: Uh-huh) Here I am in details again.

RE: Running.

CL: And yet I've switched and I'm turning towards him so I'm accepting. Ambivalent, very ambivalent.

CL: Oh, I'm in detail. (Stopping replay) I know there's some feeling there, I'm just hiding; in regard to all this.

RE: Hmmmm?

CL: And I think I've picked the clue up from the standpoint earlier that it was pretty clear that I used details to run; and now that I realize this, in looking at this I can see now there are strong feelings. Maybe there are feelings that there are--I don't know, this is pretty tender--that there is a great separation between Louis and myself... I think I get this from the standpoint when I kind of winced a little bit when I said that. I seem to feel a little wince in my shoulders or something here as I looked at it. That there's something there that hurts....

Sector #4: Delayed Mutual Recall (Cont'd)

CL: (Cont'd) and I am more comfortable in a different situation, and to see these as differences but in no way diminishing the relationship, and I know I could never before counseling with you in the relationship...

CO: He can have his things some times that are different and so can you, and you're better off for it.

CL: This is hard for him, because he feels I reject him, but I can say--and now this isn't easy--I can say "I'm not rejecting, these are your feelings but I have my needs too, "but yet rejection to me is hurting; so here I am, I mean this is still a little hard for me. I can feel a tightening up in my stomach now... 'Cause I don't want to hurt him and rejection is hurtful but yet--

CO: In other words, there's still that much of a boy in him that if you're honest, he won't be able to cope with your honesty.

CL: Yeah, I haven't been able to say this to him yet, except uh, I've been saying about the children... I haven't quite uh--I don't feel I could--

CO: You're gonna have to sort of avoid that for now, kinda protect a little bit yet.

CL: I don't feel I could tell him what I just said to you... As I said this, I probably have said things before that I shouldn't have, it wasn't the timing for, because I wanted this relationship.

(Cont'd on p.102)

Sector 12: Interview

(The client continues to describe her husband's leisure activities.)

CL: He had a little garden this summer, and I can see he's happy with this. (#9) ...It means an expenditure of energy and yet when I see him and the preparation he puts in and how much he enjoys it, I know it's good for him. Well this is quite a full schedule for a man to have and uh, he's very happy and very contented but there seems to be something that I feel that he's kind of sitting on it.

CO: Sitting on it, huh?

CL: Sitting on them. Uh, for example...*

*Sector 12: Counselor Recall

CO: When she said "He's sitting on it," I gathered from this that she was really saying that "I'm very dissatisfied with this man at times, that he isn't meeting my needs in whatever sense," that uh, as she later on put it, "He's going to seed," or something to this effect. I also in the back of my mind have the feeling that uh, perhaps she needs to control this man, either because he doesn't come through for her or because uh, of hostile reasons that are unknown to her at this time.

*Sector 12: Client Recall

RE: (During replay) What does that hand /movement/ mean?

CL: I use it a lot. I don't know... (Pause) I think I'm really trying to get myself out. 'Cause it looks as though I want to get it, I want to tell him how I feel but I can't, and my hand is doing the best... I'm bracing myself!

RE: What for? What against?

CL: (Stopping replay) I think it's getting at--myself coming out, I kinda take a deep breath and get a little closer to how I do feel... It's getting close and yet uh, I want to and yet I feel I need to brace myself for what I think's gonna come from him.

RE: Oh, all right. He's about to say something revealing, any notion of what?

CL: Well, he picked up back there that I felt Louis was sitting on it, and anything that would get closer to what I was feeling, my honest feelings, 'cause I can see how I was protecting myself so much that he might remove this protection. He might say something that will, that I--I want to and yet I don't want to reveal.

RE: Yes. Anything in the words, "sitting on it?"

CL: I don't know...

RE: ...You braced yourself. Do you recall what it felt like at all?

CL: Grit my teeth and bear it, kind of.

RE: Grit your teeth and bear it. And you felt your muscles tensing?

CL: Yeah, oh yeah.

RE: Arms?

CL: Especially through my shoulders. I was bracing myself.

Sector #4: Delayed Mutual Recall (continued)

CL: (Cont'd) You know it's interesting as I get ahold of this...because this relationship with you--'cause I felt free enough to say it, and I know now the difference between being free to say how I feel to him and being free to say how I feel to you.

CO: And what's the difference?

CL: Well, I feel uh, how is it, I feel that I have been accepted by you and uh, well, we're both freer in that you would come back and say to me, where I don't feel he--he would, uh, it would be hurting him, and I don't feel I would hurt you.

CO: In other words if something were to impinge upon me, I'd let you know someway and he might not and might continue to be hurt.

CL: Yeah, and then in a hurt there is a reaction, uh, an action, that I wouldn't--probably I wouldn't know how to cope with or would not want--which would be hurting me then.

CO: There's retaliation with it. Yeah. Yeah.

CL: And this is where I see the--the uh, contradiction between the verbal and the action--(Continued on p. 104.)

Sector 13: Interview

CL: (Cont'd) ...it's kinda like when he reached that point of life it almost felt to me as though he sat down and when I stop and I think and I look, I just feel as if he's grown awfully old al--all of a sudden. And uh--I don't mean it physically, I mean it as far as uh--(groping for words)
CO: His personality goes.
CL: Uh-huh. I like to get into...*

*Sector 13: Counselor Recall

CO: Of course I didn't quite understand what she meant by his getting old at this time. Uh, she qualified it by saying he's not physically old but it's more of a personality type of aging. I wondered at the moment why she needed to qualify this "physical," what this meant. I also wondered if she meant that she has to take care of him, in other words, I was following on an earlier hypothesis here, about her needing to take care of him.

*Sector 13: Client Recall

CL: That's not completely true either 'cause I feel it's physically. So here's the ambivalence again I mean I'm--I'm saying something that, but yet there's the other too, and yet when he says it, I--I say no... So I'm uneasy here, because if I weren't uneasy I would say it because I've said this before, that he looks as though he's aged to me and uh, uh, why I would do this I don't know. Because I said, 'No, it isn't true.' So this ambivalence works both ways, it uh, it distorts my feeling too. (Groping for the feeling but unable to get it.)

RE: Running from the physical, let's cover that up somehow.

CL: Yeah, yeah. I don't want to face that now. There's something about that (trailing off)

Sector #4: Delayed Mutual Recall (continued)

CO: What's said, and what is not said but acted upon nevertheless, uh-huh, yes.

CL: It's interesting though because that's--I--I wasn't aware of that before, I am now--I do see Louis as a child.

Sector #5: Delayed Mutual Recall

CL: Do you have any idea why I would go--kinda into details again?

CO: (Reflecting) I was following you and I didn't follow my former statement. Uh, I think the last one I said was about tapping on the shoulder--getting the job well done that you were talking about.

CL: Yeah, I was saying that whereever I went, there was this feeling that something was wrong, this is what I was expecting. And you said the opposite--you said someone tapping you on the shoulder, doing a good job, and this is what I didn't want to hear.

CO: Oh, I think I see, in other words, I picked up one half of your statement and you were really implying and wanted to support the other half?

CL: Uh-huh.

CO: That you weren't doing as good as you could or should.

CL: Yeah, where if you said someone was there to tell you specifically what you did good, what you said, I--I'm not ready for anything good right now.. Doesn't make me feel good.

CO: Doesn't feel good now or then?

CL: Then, I mean then... I think I'd have a little trouble with that still. Yet I enjoy it more.

CO: Okay.

CL: (The client goes on to tell about a recent instance in which she felt she accomplished well.) ...And it really felt good and I enjoyed it and I did a good job and I haven't dared say that before.

Sector 14: Interview

CL: (Cont'd) ...some conversation and discussion, I say "Well, let's talk about a feeling." "I'd like an encounter" is the way I put it, you know, "I'd like to discuss this," and he says, "Oh, I don't want to get into this, I kinda feel that if we get in it too deep, that I have to defend myself." Well, I don't mean for him to be defending himself and I don't want to be defending myself in the relationship in any way, but I can't quite--I'm not satisfied with the relationship.

CO: Uh, have you ever had feelings to the effect that maybe he's weak in certain ways?

CL: (Pause) Hmmm--I don't--(Pause)

CO: Uh, like he isn't holding up his own as a man, in his own right?

CL: (Pause) That's possible (doubtfully)...*

*Sector 14: Counselor Recall

CO: Now at this point what I asked of course was in direct uh, almost opposition to what she had just said because she felt as if she wanted an encounter but if they should have such an encounter, as I understood it, she would have to defend herself. I was trying to help her question this, and clarify for me whether or not this defending might mean that having to take care of him would make her anxious, having to somehow support him would make her anxious or has made her anxious in the past. At any rate, her response at this point at least to my question "do you feel you have to support him, take care of him?", is that she--she can't work with it, either because it's untrue and she doesn't have feelings to this extent or that she would need to defend against such feelings. Her response in answering me at this point was one of what I felt was a sort of agitated withdrawal, in other words, that not only couldn't she work with it, but she didn't perhaps want to work with it--my question; that somehow to answer it would be too threatening.

*Sector 14: Client Recall

CL: I'm pushing back here. All I can feel is uh, within myself. Now there are silences when I feel I'm moving on, but in this silence I don't feel that...

RE: All right. At this point, are you able to have any feelings about which he is feeling or thinking about you?

CL: No, but maybe this gives a clue to why I'm holding back here because he said "Do you feel--" let's see if I remember it. "Do you feel or have felt" (I'm not accurate here) but the idea is here that he is weak as a man and I'm talking to a man. If I explore this any further and reveal that I feel this about Louis uh, I don't want to hurt his feelings /the counselor's/ he being a man.

RE: Okay, your feeling at that moment is "I might hurt you."

CL: Yeah, "I don't want to hurt you so I have to be careful how I answer this." That's why I think the hesitancy or the silences not so much how do I really feel, but "How can I best answer this and not hurt you as a man?" And yet I don't know accurately how he feels 'cause I don't ask him.

Sector #6: Delayed Mutual Recall

CL: I don't know, I just have the feeling that down underneath, it's so hard to get to another, that she's just crying out for a feeling of--of feeling good, you know, I guess this is all mental and these are all factual things she's talking about.

CO: That she wished would be real at the feeling level?

CL: Yeah! Yet she can't. I--I--I--

CO: You mean she can only handle them mentally, intellectually, but she can't handle them as feelings and attitudes.

CL: No, it's almost as if she's aching to--to feel good and she can't, she just has to keep it up here, talking about it.

CO: You did quite a bit of aching between then and recently, huh?

CL: Yeah (sigh). I don't know but somehow I uh, in uh, playing it back--I never felt this way at the time. Of course she seems like a different person now, I'm trying to get some of her feelings and what she--(trailing off)

Sector #7: Delayed Mutual Recall

CO: That maybe the good job is there, it's actual, but she can't accept it.

CL: Or feel it.

CO: She can't experience it as really being true; as part of yourself, it's something you do out there objectively.

CL: Sitting here watching it now as if I was a different person, not me but removed from me, it's almost like I can feel in the pit of my stomach maybe what she was feeling, kinda like being torn apart instead of taking all these good things in and feeling

(Continued on p. 108.)

Sector 15: Interview

CL: (Cont'd) ...right now I'm uncon--I mean--I'm not conscious of having that feeling, but maybe it's just that I've never really looked at it...*

*Sector 15: Counselor Recall

CO: (Stopping replay) She's trying to deal with it here. She made a slip there which would give me the--the opinion that perhaps my first hunch might hold something for her. She did correct herself and at this point at least is following on her initial reaction to the question to the effect that it--it's not true. She doesn't have to support him.

*Sector 15: Client Recall

(CL and RE remain silent as the tape is stopped by CO)

Sector #7: Delayed Mutual Recall (continued)

CL: (Cont'd) warm with it, it's just like agony, kind of, going on; and I'm almost feeling it. You know--oh gosh! Wondering what to do to help her. I could feel myself kind of--this feels good and warm but oh--just feel kind of--this feels good and warm but oh--just feel kind of pulled apart, I ache for her, really! (laugh) As well as--thought I can feel her aching.

CO: Well, she was.

CL: I don't think she was aware of it to this extent, except one ray was coming out, "I need help!"

CO: Yeah, I guess at certain levels but not completely, I think that's--well, you couldn't afford to be [aware], really could you?

CL: I don't know, I was so alone. Hmm.

Sector #8: Delayed Mutual Recall

CL: Do you feel you're pushing me in this?

CO: Mm-hm. Kind of crowding, you mean?

CL: Yeah, I want to know, which direction are you pushing, what are you after? Now I'm interested in where you are pushing.

CO: Well, I had the feeling as I recall now, somehow this husband wasn't a person, he was part of a group that you mentioned; and then I came back and said "Well, how do you feel about your husband?" Sort of singled him out here, you know, to see what the relationship is and how do you feel.

CL: Uh-huh, I was wondering if uh--'cause that was how I was feeling at the time. "Now, I know you've backed away from this, but let's come around from a different direction and let's look at this." And then I thought "Well, gee, would I have said the same thing at this point?" And I don't think I would have. This is from where I'm sitting now, uh, because I'm aching too much with her, probably, because I'm too close yet, with this husband relationship, and I'm aching with her in the confusion now so I can see that there's more yet in this relationship.

CO: Are you saying now in retrospect that if you were sitting in that [the counselor's] chair, you would proceed a little bit slower maybe?

CL: Well, now when you say this I think probably instead of "husband" I would have said "Louis"--now this is if I were the counselor and you were the person I was talking to... I think feeling this aching, she might have responded to me a little bit more if I'd said "Louis" now picking up his name, because then maybe it would have come up because I had placed him in the family. This is interesting. Yeah, now I have the feeling that maybe she would have responded--I don't know. (Continued on p. 110.)

Sector 16: Interview

CL: (Cont'd) ..I have the feeling more he's heavy. He's weighing me down.

CO: Oh, a feeling of weighing you down?

CL: In the relationship. As though I have to pull him along. If we're with other couples it seems as though he's always waiting for me to say something or to start a conversation, then maybe he'll come in on it, but that's the way it is at home, too. It's like I have to initiate it or kind of like I'm pulling him along.

CO: Mm-hm. You sort of have to take care of him in a sense.

CL: Well, I hadn't quite felt it as taking care of him.*

*Sector 16: Counselor Recall

CO: It's interesting that since my last question she is now volunteering statements to the effect that she does have to sort of push him along and support him.

*Sector 16: Client Recall

CL: Here I don't feel he's with me. "Oh this isn't what I mean at all!" You know you could see that in my face. "No, I don't mean taking care of him. I mean--!" So I feel I'm not getting across and I feel we're not together (fretfully).

Sector #8: Delayed Mutual Recall (continued)

CO: Maybe we were both responding to your level and realizing it, I was picking up sort of a formal way that you were referring to him. Now this is just a guess and instead of using Louis I used "husband" instead of his name, uh, I don't know. ...So I may have been somewhat anxious there about him and--as you may have been, I don't know. It's hard to say.
CL: Right. Um--
CO: But I do know that when I came and made the second pass there, "Well how do you feel about your husband?" There I was picking up your anxiety, I knew that.
CL: And another thing, the way she keeps staying, she runs away but yet she will bounce back and uh--
CO: I've noticed with you that uh, when we're in a touchy area that's difficult, you know, you experience some difficulty with it, you'll say so. But if you continue to pursue it, well now, I feel it's all right to pursue it with you.
CL: Yeah--now like when at this point, it's real troublesome, when you brought this back, and I see how um--how she moved, I mean she's tried to answer and it was too much and yet she shifted around and came back again. And this seems to be the pattern I always follow because, as I recall other playbacks, that there may be a shift but there's still, I'll come back to it, there's a bounce still.
CO: Yeah, right.
CL: I like that in her though you know. (laughs)
CO: Mm-hm. Mm-hm, lots of possibilities there. (both laugh)

Sector #9: Delayed Mutual Recall

CL: I sound like a mother.
CO: Do you?
CL: Don't you think so?
CO: Yeah, I feel you're protective.
CL: Yeah, uh (mimicking herself) "He's a growing child, let's give him that room in which to grow," and--ugh!
CO: It's kind of like a plaything that he's dealing with and you're being helpful in going along with it.
CL: Yeah, and it's almost like--even though I said "It'll stretch us" I wasn't thinking of him in the us. I mean that's the way it sounded. (Continued on p. 112.)

Sector 17: Interview

CL: (Cont'd) I think of taking care like a child or something. I don't quite have that feeling. I think he's capable of taking care of himself but uh, as far as the relationship with us is concerned--

CO: I gather you have some feelings that he's capable but somehow he doesn't come through, is that right?

CL: Well, he's capable of taking care of himself the way he wants, and there's a difference between us.

CO: Oh, what he wants for himself and what you want for--from him--

CL: For the relationship, is different.*

*Sector 17: Counselor Recall

CO: My last comment was "what you want from him," she wouldn't buy this, she instead corrected me and said "from the relationship." This goes back to a very general, gradually growing feeling I've had throughout the interview to this point that she needs to keep a close interaction with this man every day, in other words, to really intensely interact with him would be quite frightening. She wants it but at the same time, the other half of her ambivalence is that it would be very threatening. At this point too, I also felt that the direction of the conversation at this time was beginning to become very fruitful for her, that perhaps she hadn't explored her relationship with her husband prior to this time in quite these terms.

*Sector 17: Client Recall

CL: I keep feeling "Come on get with me." (laugh) In this... I keep somehow uh, right here I just wished that you /counselor/ were sensing how I was feeling better. (Rapidly and tensely) And of course then it went into (inaudible) inside, 'cause then I keep saying "the relationship" which means "I want to communicate with you, to get across I don't feel inadequate in expressing how I do feel but I wish you could get inside of me and know a little bit more of what I'm trying to say 'cause this isn't it."

RE: Uh-huh. You wish he could just somehow get inside and see it all and understand?

CL: So I realize and this is where I get into the thinking more than the feeling, I tend more to do that than to be honest with my feeling, so I'll explain it, (exasperatedly) and then I get into kinda like slowed down and try to communicate it again so that he understands, you know. I got a little impatient, I think--more with myself than with him but wishing that I didn't have to do this, wishing that he uh, (sighs) it'd be quicker or clearer. But then I'm not clear myself so it's the ambivalence... I want a lot more of the relationship at this point...closer understanding.

Sector #9: Delayed Mutual Recall (continued)

CO: Didn't this come up sometime later on--I said, "Well, what about you?" And you brought up the analogy of the bulb? You said you felt stepped on. I don't know if it was here or much later.

CL: Yeah, that's right.

CO: You felt there really wasn't much in it for you. Every time you popped your head up, why--bang!

CL: Yeah, well, I think--right now I seem to feel well, that's probably true, because first of all, I didn't recognize any needs I had, second that they would need to be met, and how they would be met, and all I was seeing were his needs as I would see a child's needs, and "do what we could" like--

CO: Protective and meeting his needs, making sure you don't go against his--

CL: Just like Ted needs glasses, and we'll have to stretch the budget to get them in, he needs his hobby, so we'll stretch the budget to get it in, to meet his need.

CO: And the emotional budget too. Not just the financial.

CL: (Taken aback) Hm! Oh, that's strong, isn't it?

CO: Yeah, it was pretty strong there /on videotape/--yeah.

CL: (Slowly) I didn't see that before.

CO: Mm-mm, mm-hm. It's kind of shocking to you?

CL: Yeah. It's kind of surprising. Right now I'm just thinking "My gosh, how he must feel if I'm like this all the time."

CO: Mm-hm, in a way it could be interpreted as uh, uh, sort of thwarting--to him--by him, I mean. (Continued on p. 114.)

Sector 18: Interview

CO: Uh-huh.

CL: Well, like Wednesday night we had a concert, we have season tickets and I was uh, I mean, I looked forward to this, I was eager to go.*

---

*Sector 18: Counselor Recall

CO: After I shifted in my seat, she immediately shifted herself. Uh, at this point, I don't know what that means. Viewing it from the screen here it looks like she shifted toward me. I can't recall if she did shift toward me or away. I noticed too, that she's becoming more spontaneous at this point. She has been more spontaneous gradually as the interview has gone on. When we first began the interview, she was quite restricted as compared to what she is now. Restricted in the sense of both what she says and, I feel, what she was feeling, allowing herself to feel.

*Sector 18: Client Recall

CL: Here I'm saying, "Now, now _try_ to get me, (laugh) this is how I feel." So I go into this explanation on so he would get an understanding of how I _feel_ about movement and life and growth here, and so I go into this hoping that the counselor will get this the way _I_ feel because up till now I don't have this feeling with, with Louis, but then--also I may be defending some unrevealed feelings I have about Louis, this separation and so on, so both are happening. I want, I think the greatest effort here is I want you to know me, not Louis, not whether Louis is weak or whether Louis is something, I want you to know _me_. Get to know _me_, and help _me_.

RE: Do you have a feeling, "And like me?"

CL: (Surprised) Well, yes, I think this--well I feel that _now_, I'd want him to like me.

RE: Is there any feeling _there_ of wanting him to like you?

CL: To understand how I feel, that I've got the problem, whether it's Louis' weakness or what, or whether Louis can or can't take care of himself.

RE: Pay attention to me and not to these other--

CL: Uh-huh. And yet I use _them_, because it's tender.

Sector #9: Delayed Mutual Recall (continued)

CL: Would this mean what he feels threatened by--?

CO: I don't know, it possibly could but uh, perhaps in this connection where uh, if you would always respond to him as a mother to a child, uh everytime he wants or needs or feels he can be a whole person or an adult male, if he has to deal with this type of reaction from you--I don't know, I don't know how far to generalize.

CL: (Doubtfully) I don't know, I mean this is just awakening here and I--

CO: In other words, are there times when you would treat him as a mother would a child when he would rather be treated as an adult male, responsible, capable of taking it and responding back and giving and sharing?

CL: Right now I have the feeling--interaction, I have the feeling this isn't here, and my question is how much of this have I kept by this very attitude--not knowing uh, squelched any opportunity where it could have been different. Maybe this is what I'm saying now that he's beginning to be more honest with me and I'm beginning to say, "Well he's out here, I'll take a look at him." Though I'm emotionally involved, I'll look at him--because I don't _have_ to say how I feel to him, I can bring it here and talk about it.

CO: I guess you are doing both now, you're not only saying how you feel here but you're starting to say this to him.

CL: Well to a degree but I don't think I say as much as I say here, just a little venture out.

(End of audiotape)

Sector 19: Interview

CL: and I was excited about it. And Louis came home and oh, he wanted to read the paper and uh, I just had this feeling of: "Well, come on, let's talk about this, let's get moving!" And uh, it was just--he didn't want to talk about it, didn't think it was anything exciting, and he moved very slowly where I wanted to get there, you know, and had this uh, feeling--I don't know--for it; and then after it was over, uh, I felt the same way, there were so many little things I noticed about it, and I wanted to talk about it. All he kept saying was he's tired and hurry up let's get home so he could get to bed and--I don't know, just like he was heavy.

CO: Sort of dragging, almost like an anchor, in your relationship?

CL: Yes, I think this is really more what I feel. That uh, he's acting as an anchor. I don't want to leave him and go on, for then uh, this is to--or to be with someone else, and yet this is--is weighing me down.*

*Sector 19: Counselor Recall

CO: When she said at this point "I don't want to leave him," uh, it raised a question in my mind, did she mean leave him on these occasions, say when they are out at the concert together, or leave him in the marriage? The way she said it, the expression she used, made me wonder, has she had feelings to the extent that she at times would wish that she were not married to him? On these occasions, in a social context, I wondered why she felt she couldn't leave him.

*Sector 19: Client Recall

CL: (During replay) All right now. Now we're together... Yeah, see now finally he's got an idea of what I meant. (Stopping replay) Now this is the first time that I have felt that I really could trust him, and I could say this about "I don't want to leave him, I don't want to go on with someone else." Because up until then, there was just a--a hint at this separation between us--the "physical." I couldn't face it then 'cause I didn't quite trust him... And then I guess I had the feeling when he talked about Louis as being weak or something that he's off in Louis and to get with me and so all of this about the concert and everything, now I've revealed--I've exposed me. Now stay with me... And now I have the feeling, well he is now. His response to this, "feeling like an anchor," was accurate. I hadn't felt that until then.

Sector 20: Interview

CL: I can feel it right now in my shoulders as though, ah, I just want to get on and I'm being held back. And yet I don't feel that I'm hampered in any way. I mean I work and I go and I do what I do, but it's more in the relationship.

CO: When you say "Leave him and go on," I'm not sure I understand.

CL: Well, like the concert, I would never think--and yet I'm thinking it right now, so maybe it's there--uh, of finding someone else to go with that I could talk with before hand and at intermission and talk with afterwards and uh, there would be more of a rapport.

CO: Someone that would be more interested and interesting?

CL: Yeah, and yet if we questioned Louis he would say that it was tremendous and he was just as interested--but it would have to come from my questioning, it would not come from him to lead and I think I probably, more again not realizing it, over the period of time have come to the point where I just don't feel like questioning as much. Maybe one to lead off, but if I have to kind of drag it out of him or pull it out of him I just don't (trailing off)

CO: Yeah, which raises questions I guess as to how he makes you feel as a woman in your own right, he as a man. Maybe that's pretty vague. Uh, how do you feel around him, do you feel female around him, would you like to feel more so? Have you ever had any feelings or questions within yourself about that?

(From this point the client begins to speak more slowly and with effort.)

CL: (Pausing) Possibly in--in relationship to my work. Um, quite a few years ago he uh, was encouraging on one hand and yet discouraging on the other, uh.*

*Sector 20: Counselor Recall

CO: Here, either wittingly or unwittingly she's avoiding the intent of my question. The question was, does her husband support her in her feelings about herself as being a woman, as being feminine, and I couldn't understand how it was that she took it to her work, that is her response to the question. Uh, the feelings I had to myself at the point in the interview was that I was getting quite a few feminine feelings from her, I was wondering if her husband ever recognized similar feelings within himself.

*Sector 20: Client Recall

CL: (During replay) Now I feel we are working. I'm not alone.

RE: He's getting my pulse...(pause) I'm lost here again. (Stopping replay) I got a feeling he's gone to Louis again... (Labored, depressed) I even feel this gesture, see I, oh I--just didn't get across (sigh). Almost as--all I've said, I mean I covered up my mouth, here I'm thinking again, "Now what'll I say to--to get with you?"

RE: To convince him to concentrate on you and your feelings?

CL: Yeah. I feel "Oh, could I have said something different?" I mean there's a helpless feeling in this moment. (Mournfully) I thought he understood and now, you're gone! And yet I go inside myself, "How could I have said this different?" And thinking the mechanics of thinking again, instead of how I feel...because this is something I feel now more so than when we started (said with intensity) is that being honest with my feelings is something _I_ need to learn how to do! And so just what little feeling I extend, to me is a great big feeling, and "Stay with those little tender shoots or whatever they are and let's go on." I want to stay with them, and at the same time there's this ambivalence. But I feel here again I've got to get back now to an explanation or details. In fact I feel as though I'm alone working on this.

Sector 21: Interview

CL: (Cont'd) for my going on, engaged in my work from the standpoint of--as he said he had an image of a wife as a person who stayed home all the time and he would explain this as "Well, it isn't so much that you have to be doing your work in the home" --which I do anyhow and feel competent in being a homemaker, but he said "it's just the knowledge that while I'm teaching or while I'm out, that you are in the home, I don't care what you do, as long as you're _in_ the home." So then this came out as he felt this was an image that he had of a housewife in a cotton frock and at home, but it was an image within himself.

CO: The mother-homemaker type of feeling. How do you feel about that type of role?

CL: (Pausing) Mm, I think I would have pretty strong feelings against it. (Slowly, reflecting) I think I would feel uh, crippled, in a sense that I couldn't--couldn't move and _be_ if I were confined within. I think I relate this back to when uh, I had Janice and I stayed home for about a year-and-a-half with her,*

*Sector 21: Counselor Recall

CO: Again her very style of answering my question, how does she feel about the homemaker role, uh, she shakes her head from side to side and begins to--what I would anticipate to be--avoid really, giving her true feelings in response. At this point I'm waiting to see where she'll take it and what kind of--of affects she'll give.

*Sector 21: Client Recall

CL: Now here I'm not sure, I don't trust him, "Shall I really reveal my feelings or are you gonna leave me again?" And this now I think it is coming clearer, "How could he hurt me?" And that would be leaving. And now I realize my other counselor's going away--I trusted him, and then he was gone... And I think this is it because this is...

RE: Kinda, "You could hurt me by taking this, by understanding, and then going, leaving me."

CL: Uh-huh. "Now I've tried several times so far in exposing my feelings and you went to Louis,. you left me." ...Now this wasn't geographically(but now I can see it as geographic too; and here, here again I'm, "Shall I do it again, shall I risk it? Say how I do feel, or will you leave me again?" You see I'm just... very... (She trails off and starts the replay)

CL: (During replay) Yeah brace myself, let's go. I'll try once more.

RE: You're doing very well.

CL: (Stopping replay) Hmm?

RE: I said, you're doing very well, in here. You're able to relive this.

CL: Yeah, because I could feel this.

Sector 22: Interview

CL: (Cont'd) and it was extremely difficult. I was more or less confined, at least I felt, probably confined.

CO: You mentioned this period as being difficult--

CL: Yes--

CO: How's that?

CL: Well, uh, it would take me so long to do the things that now I do in such a short time. I mean the vacuuming and the dusting and the meal planning, the cleaning of the home, it would take me all day to do it and I would be exhausted from it. The vacuum cleaner would weigh tons whereas now it's a wonderful tool, and in no time I can get done what needs to be done and I enjoy it.

CO: What seemed to cause this type of feeling?

CL: I think it was the fact that I wasn't moving on to anything. This was all I had to do. Taking care of the baby and the housework and this was it and I made it a very heavy task I think. I think this was within my own self--I made it this way.

(The client begins to go into details about certain difficulties she has had in the past with her children.)*

*Sector 22: Counselor Recall

CO: I have feelings at this point that perhaps uh, the role of mother and homemaker aren't really her style, so to speak. In other words, these kinds of tasks and roles are quite offensive to her.

Again I felt that at this point things were rather vague and her feelings were sort of floating around, that somehow these very painful experiences were sort of fogging over any clarity that might reside underneath as to how, uh, she felt about herself at these times and, uh, what kind of notions she may have had regarding herself, the marriage, or whatever. Apparently, this whole period, that is the very early years in her marriage...when the children started coming, were years that were quite tumultuous to her.

*Sector 22: Client Recall

CL: (During replay) Now I feel more relaxed. This was something uh, it's interesting, as I'm doing it, I'm doing it very slowly but this is revealing something I've never revealed before so I'm beginning to feel "I can trust you a little bit more, and stay with me!"

CL: (Stopping replay) Now here I am in details--"Okay."

RE: Is this the feeling again of "You've left me?"

CL: No it's that uh, "Let's go on, I don't want to keep going back, and I have the feeling you keep this back business."

RE: And then you run into detail. I don't want to go on--I want to go on, and then you do the antithesis of it. Huh?

CL: (Struck by the thought) I do the opposite you mean?

RE: Yeah! You get into the furthest possible position from going on. So I just get the feeling of uh, getting off the hook.

CL: Yet the very thing I want to do is go on.

RE: Mm-hm, can you recall what you feel just at the moment before you move into detail?

CL: I don't know really. It was almost like "I was reaching my hand out for you to take it and help me over to the next stone as though we were crossing a brook or something...but the next step, instead you don't take my hand, and here I'm standing here and I'll go back now."

RE: But there's a disappointment?

CO: Well, "You didn't do what I wanted you to do or expected," and so it gets laborious, more so now. At first it seemed the details were fine, as though they would help us get together. But now they're getting weighty. I don't want to go into these details. But I feel I have to, because I want something more than what is now and if the details are going to do it--!

Sector 23: Interview

(The client continues to relate her earlier difficulties with her children.)

CL: ...I think there were times then of a feeling of guilt that I worked through. I'm not conscious of having any such feelings now. There may be times when I feel guilty of not uh,--and yet this isn't acc--accurate either--of the time with the kids, because I feel it is more important how I am when I am with them than how much time I'm with them and I try to keep that out of (trailing off)

CO: And, what type of feeling would this be? I think this is current, this feeling now with the kids.

CL: Well, it's not what I'm this conscious of, I was just relating it to guilt, that maybe there might be some there. Because I'm not at all satisfied with how I am as a mother of these youngsters. Um, especially in relation to their schoolwork. Ted is an under-achiever...and I think well maybe, I could be different at home with him as far as his studies is concerned and all. And, yet in relationship to the school counselor, he says he thinks it's best not to.*

*Sector 23: Counselor Recall

CO: The reference to her feelings of guilt at this point are unclear to me. She corrects herself in saying that it's somehow related to the quality of her relationship with the kids.

I had the growing feeling that her concept of her role as a mother is to her children is more in terms of how she can help them direct their lives in terms of accomplishments and achievements rather than in terms of dealing with them as individuals in their own right, as having feelings, and having certain needs from her and the whole family milieu. In other words that she's more task-centered with her children than--than need-centered; that the tasks that she defines as important are really some of the needs she may have for herself. For instance, academic success, intellectual acumen, things like this. I have noticed up to this point that she places a good deal of emphasis on intellectual excellence.

*Sector 23: Client Recall

CL: (During replay) See the situation's different today, let's get to today.
RE: Today, uh-huh.
CL: I try to tell him I want to stay (laugh).
RE: Yeah, uh-huh.
CL: Uh, there's some guilt feelings there.
RE: Mm-hm.
CL: Now I didn't recognize that until right now. I say this but yet--
RE: You don't believe it?
CL: No, not fully. I feel inadequate somewhere, there's something in there...and I could feel it here, the tightening of these muscles in my face...and 'round my mouth, there's a tenseness. (Pause)
CL: (Stopping replay) I purposely did that.
RE: Why?
CL: I was afraid that he'd leave me and I was just holding him to stay now.
RE: Why would he have left you?
CL: I think he had gone to Ted and the kids, our underachiever kids... And I wanted to stay so I didn't give him a chance to say it.
RE: To say what?
CL: Whatever he was going to. But I had the feeling.
RE: That he was going to what?
CL: Go to kids or subjects or something other than how I felt... I'm afraid, it becomes more, clearer as we talk and as I see this, that I _am_ afraid of--his leaving! Because this was deliberate... Now at the time I didn't think it was so deliberate. I was probably more conscious, "Well, don't get off into anything else, just stay with me a little longer," and so that's why I went on talking but uh, now looking at it I think, yeah...
RE: That as long as you can keep talking he'll keep paying attention, he won't leave you?
CL: Well, at this moment, uh, I was.
RE: Or that you can steer it back?
CL: No, I guess at this moment I had the feeling that I just--couldn't bring out again my feelings. I am doing it now, but I didn't feel that I could go over this again.

Sector 24: Interview

CL: (Cont'd) We have a certain time that's homework time... And, we spend that time, and yet when he brings home a report card with low grades, I feel there's something I should be doing to help him, either creating a desire for study or--and yet the subjects he likes he's doing well in.

CO: So you say there's a certain amount of selection. He does well in what he wants to and he's kind of goofing off in the areas he's not interested in?

CL: Well, that could be. I haven't looked at it that way. You see, I take it in and then I get confused and feel it is my inadequacy here...

CO: Uh, one thing I have noticed in the various things, instances...*

*Sector 24: Counselor Recall

CO: Her relationship with her children, and for that matter, with other significant people in her environment, seems to be vested in their interests. In other words, there is very little for her in the relationship in terms of her own personal satisfactions, satisfactions fulfilling her own needs. She seems to structure the relationship so that it'll fulfill somehow their needs in terms of demands of their environment. For example, getting homework done, things like that.

*Sector 24: Client Recall

CL: (During replay) Uh, I have the feeling there he's--he's leaving me. It's Ted's selection 'cause I bit my lip and this is where I--I...I'm stroking my hair, I'm just sunk!" It's over my--you've--it's over my head, I can't do any more. (Almost crying) Now we're in *him*, so let's look at him now. I'll go with you, I don't want to break this relationship. I'll go with you (Petulantly). You don't want to stay with me--I'll go with you." (Stopping replay)

RE: Is the feeling, that he's deliberately doing something?

CL: (Wearily) No, I think it's more within myself that "I'm not really getting across to you how I feel, but I want the relationship more than anything else, so I'll--I'll follow your leads, I'll go with you now."

RE: What about the relationship do you like? I mean, already there's an investment in the relationship. Any feelings about why?

CL: Now this is something I'm feeling! Evidently I want this relationship *very* much; 'cause I can feel this now. (Pause) I guess, because I can feel it painfully, it's just uh, (sigh) it's choking me off... (Pause) (She sighs)

RE: You want him to relate to you. (Pause)

CL: You see this gesture. (Pause) Oh-h-h! Difficult. (Pause--she cries) Right now I guess this gesture of--seeing this gesture, I guess I relate it to uh, over my head, like uh, it's too much for me to keep working to uh, (brokenly) to reveal my feelings when you're not getting them! (Crying) Uh, well I guess this, this seems to come clear now as an illustration. (Urgently) "This relationship with you as a counselor means *life* to me! It's important for life, for my life that uh (sobbing) you help me get this out. This is difficult now but I think it's getting closer. Right now I feel the water's about over my head and I'm drowning. Now I don't want to face the fact I'm drowning, in this, and I want to stay *with* you because I *believe* in the counseling relationship to know that this will be life so now I will go with you in the kids and their selection of subject or whatever we're talking about, I have the feeling of it now that I'll stay with you so that *I will not die*! But you are my life! In counseling--I mean it's the counseling that I feel is life. I want to be *me* and the only chance in which I can be *me* is in this relationship, in counseling."

RE: (Gently) Okay, I get it. "So I'll take disappointments and I'll take detours but the most important thing is that I maintain this potential..."

CL: Can we back up? Before that gesture because that gesture--

(RE calls the control room and has the tape rewound)

CL: This is one of the--speaking from the counseling standpoint, I think this video is tremendous, 'cause then I passed right through that...but seeing it again I could feel the knot in my stomach, and the defeat, and so I could get into it further.

Sector 25: Interview

(Replay of Sectors 23-24 for client recall)

CL: (Cont'd) I'm not conscious of having any such feelings now. There may be times when I feel guilty of not um--and yet this isn't acc--accurate either, of the time with the kids because I feel it is more important how I am when I am with them than how much time I'm with them and I try to keep that out of (trailing off)

CO: And, what type of feeling would this be? I think this is current, this feeling with the kids.

CL: Well, it's not what I'm this conscious of, I was just relating it to guilt, that maybe there might be some there... because I'm not at all satisfied with how I am as a mother of these children. Um, especially in relation to their school work. Ted is an under-achiever...and I think well, maybe, I could be different at home with him as far as his studies is concerned and all. And yet in relationship to the school counselor, he says he thinks it's best not to. We have a certain time that's homework time... And, we spend that time, and yet when he brings home a report card with low grades, I feel there's something I should be doing to help him, either creating a desire for study or--and yet the subjects he likes he's doing well in.

CO: So you say there's a certain amount of selection. He does well in what he wants to and he's kind of goofing off in the areas he's not interested in?

CL: Well, that could be. I haven't looked at it that way. You see, I take it in and then I get confused and feel it is my inadequacy here.*

*Sector 25: Counselor Recall

CO: She seems to have feelings of inadequacy whenever uh, her child in this case, the boy, meets failure. In other words, she personalizes this failure and accepts it as really being hers, uh, assuming the burden of not meeting expectations. This is a similar sort of feeling she had earlier when she said that even though she was made aware on her job that she was doing well, still within herself she had feelings that somehow she wasn't doing as well as she should or could. Guilt feelings similar to these have been cropping up throughout the interview. They seem to be quite focalized here with the boy, giving me the feeling of course that there's a great deal between she and her son that really hasn't come out yet.

*Sector 25: Client Recall

CL: Now back before when I bit my lip and I said I didn't want to interrupt, I felt this was coming and then when he did, I bit my lip again and then I thought "Oh! That's it! I've lost it. But I'll go with you." And then I--I stay in and then this gesture is just, it was a--(deep breath). But you know really, listening to it, I--I really don't give him much! I give very little of my feelings and yet it's so important that he stay with them or at least that I experience him. And yet I don't give him much to--

RE: To go on--

CL: The intensity is tremendous in me though, or the importance is. So I was trying--as I was seeing it now, what is he feeling? And really I don't give him very much! I give him all these details and these other people!

RE: Yeah, yeah! But you want him to do something--to be with you.

CL: Oh! I keep saying "Me! Stay with me!" I mean this gesture, I keep doing this, now listen this is me speaking now, it's a little bit (laugh), 'cause I give such little--

RE: Can you describe any further the "being with me?" What is it you're trying to get from him, this thing you're striving for?

CL: Well, I guess the "with" means clarity, means leading, leadership, there's something I'm not getting but we'll see, or something that will help me on, guiding me into something I'm seeking, or--which of course is--buried within me!

RE: Lead me.

CL: I can see it both ways, leading me, also help me dig deeper, so it's both. Yet really I don't give him much to--

RE: No.

CL: When I get out of myself into really look at it though I think he's doing very well with what I give him, but--

RE: In the feeling sense is there a psychological "close", is there also a feeling of a physical close? Is there a desire to absorb completely or be absorbed? I know I'm asking you to do something difficult, I'm asking you to push the feeling as far as you can, to identify it.

CL: I don't know--when you say this, then I--then I feel myself coming to a halt. Now this halting may be "Yes I want to but I'm afraid." Or it may be "No, I don't!"

RE: Either one, yeah. Maybe as we go on you'll get some further clues as to--

CL: I don't know, but it's interesting.

Sector 26: Interview

CO: Uh, one thing I have noticed in the various things, instances you've pointed out and described your feelings is that I see you dealing with the feelings of--what you would anticipate to be the feelings of others, your husband, uh, those who employ you, you work for, things like this, but I get a feeling that somehow you as a person you feeling about what you feel, thinking about what you feel, you're not there.

CL: (Almost inaudibly) Well, that could be.

CO: It's almost like you're standing--

CL: (Interrupting) Burying them?

CO: Uh, perhaps that's it. It's kinda like you're standing off and looking in, but you're more concerned about what's going on out there in these other people than what they would say about you. Does this match anything that you've mulled over?

CL: Mmmm.

CO: It's kind of like nothing's in it for you as a person. Now I know this is a gross overexaggeration, but it's a feeling you've given me when you've described these things.

CL: (Pausing to reflect) This is interesting because maybe this--when you say this now, I can remember something that uh,--oh this is years ago--when someone asked me if I could describe exactly how I felt about me, and I never remembered much about it since then, till right now and it comes through pretty clear and maybe this is something. Um, and I said at the time I felt like a little bulb that you plant in the ground, a tulip bulb or any--a little bulb, and I'm there and I keep sending up little shoots because I want to come up in the sun and be whatever flower I'm gonna be and uh, there's always either a foot there or a spade or something in which it goes back down (with increasing difficulty) and it's never been able to uh get up and be the--the flower. Now maybe--why this comes right now, I don't know, but it's in response to something you've picked up evidently.

CO: Mm-hm, mm-hmm!

CL: Now whether I feel like that now or not, I'd have to check.*

*Sector 26: Counselor Recall

CO: Somehow my question here has sunk deep into the feelings in the past for Kitty. She's bringing up an analogy here that's almost like a growing fantasy that she's had over the years, picturing herself as a tulip bulb. She doesn't quite trust the analogy of seeing herself as a tulip bulb. She has to check. In other words, I interpreted this to mean that she wasn't quite certain as if--as to whether to allow herself the full feeling behind, the full affect behind this tulip bulb analogy of herself that she's drawn up. It's interesting the way she brought up this analogy.

*Sector 26: Client Recall

CL: (During replay) Uh, he's good! I mean this--this pleased me, but I'm not sure I can trust it now, 'cause I've had several other times when I've felt this way and I--and I went on further and you left me and I'm not sure I can, this is good, there's a mixture of feelings here. Yeah, come on, shall I--try it?

RE: You're thinking it over.

CL: Yeah, I want him--I--I'm not quite sure I can--I want to so desperately.

RE: Frightened to.

CL: (Pause) I go back. All right, now I'm in it. I lean towards him and I'm going to! ...I can feel it in the shift in my body and my hands, and I'm really getting it. I'm all alone here now.

RE: Yes.

CL: I'm frightened but at--at all costs I'm going to! (Amused) Yeah, you see I'm not checking _me_. (Stopping replay) "I have to check." I have exposed it which is the greatest price right now, feelingwise, it's the deepest and I hope to goodness it goes, but I'll have to check, 'cause if the relationship means _this_ much, I'm gonna try again.

RE: You hope it goes?

CL: "And stay with me and--."

RE: Stay with you.

CL: Mm-hm. 'Cause it's important enough that I--I'll do it.

Sector 27: Interview

(There is a great deal of "choppiness" in the client's tone and pace, a rapid burst of words trailing off uncompleted, a half-laugh changing to a heavy sigh.)

CL: (Cont'd) --I'd have to think about it.

CO: I think it's interesting that you just had this association in response to just what I said.

CL: "Cause this was probably about 10-15 years ago and I haven't thought much about--well, I haven't! Really, since. (Pause) I can remember at the time feeling that this was the most honest I've been in my whole life. You know. In this--(Pause) /illustration/ is the only thing (inaudible) I'm aware I've got uh physical reactions to this. I--I feel like I want to run, I want to cry, and (sighs)

CO: Yeah, and now what might that be over, can you help me there? Just feel kind of filled up inside? (Long silence--client wipes away tears) That's all right.

CL: It's as if I said something I shouldn't have said. And this is... (long pause) Well, the--the uh physical reaction and the tears are evidence that there's more to it.

CO: Mm-hmmm. (Pause) Can you let me know what's going on inside? What those tears are about?*

*Sector 27: Counselor Recall

CO: (Stopping replay) I think there was a lot going on inside Kitty at this time. I think she was choked with tears, she was fighting rather hard for control, for the most part keeping herself under control, uh, but in so doing she is shutting out any--any further associations that she might have to this analogy that she drew of herself. Apparently it's been one long-standing and a growing one, one that's been re-occurring to her from time to time even though she said that she had not had it or not thought about it in a number of years. I think she said later on ten years. I'd be suggesting at this time that actually similar feelings of this type have occurred to her many time, that this is a constant feeling that she's aware of. However, I think as to its reference she's very unaware that it's quite disturbing to her and in its observance is unable to attach it to anything that makes sense as to why she should have it and to what it means. She did take me by surprise here in tears that came out. I hadn't expected it from her. Uh, I had very few cues from her looking back now that gave me an indication that she was about to cry.

The videotape interview continued beyond this point... Another thing that occurred after the taping had ended was that she cried a second time...these were tears of relief and uh, tears almost out of gratification that she'd been able to talk to someone. She continued in this vein saying that uh, she was very happy that she could deal with someone who understood, feelings to this sort.

*Sector 27: Client Recall

CL: (During replay) I'm delighted though that he's there and he's listening. And yet I'm afraid.
RE: Of what?
CL: That he'd leave.
RE: The leaving.
CL: Yeah. I'm not sure I want to, but--then here's where I stay. (Pause) Because I feel _I_ will drive him away.
RE: Oh?
CL: In saying what I said.
RE: This is a new feeling?
CL: Yeah, right now.
RE: _You_ will drive him away. By what?
CL: What I have said.
RE: That it'll be too frightening to him? Why will it drive him away?
CL: (Pause) Um--distasteful.
RE: That _you_ are distasteful?
CL: Uh--this example I used.

Sector 28: Interview

CL: Well, the feeling that I could express was that I--I've said something I shouldn't have said.

CO: Well then, those tears are for you?

CL: (Long pause) You mean like I'm feeling sorry for myself? (In a voice muffled with tears)

CO: No, I got the feeling when you described the bulb and the foot coming down, like someone putting a tombstone over your head.

CL: (Pause) Like putting--? I didn't hear you. I know there's a lot going on here.

CO: When you gave this picture of a bulb trying to grow and each time a shoot was sent up, it was stepped on.

CL: Either that or--you know, some reason why it couldn't--

CO: The feeling I got was like someone planting a tombstone on your head, almost like death.

(Long pause as client apparently struggles to maintain control.)

CL: There's an awful lot here I--(voice breaks) I'm trying to think but it's like--(long pause)

CO: It's hard.

(A long pause while the client withdraws, in tears)

CO: I guess I don't quite understand why you feel, why you need to hold back.

(End of videotape)

*Sector 28: Counselor Recall

CO: We continued to talk /after the tape ran out/ about uh,her reasons for coming in, that it appeared to be somewhat vague yet, that it would take time to unravel what her need to come in really means...

Sort of summarizing my feelings about the interview, I felt it went well. I feel she revealed a great deal of herself. She still is quite muddy with her anger. She's also quite inhibited and not too free in terms of venturing out, finding some meaning in her relationships for herself as a person. In other words, at those points where she is inhibited and staid that they become for her quite gross at times, to the point where she really can't enjoy herself in the experiences she has. I also have the feeling that she has a great deal of potential, not only does she seem quite bright but she also seems quite promising in terms of being able to profit from counseling. She seems to be able to go down within herself and look at what she's feeling at the moment, what she's felt in the past and she's very dogged about persevering at this level until she comes up with something that does make sense. In my way of thinking this makes for rewarding counseling. I was also able to look within myself toward the end of the hour and come up with a very clear feeling that this is someone I would like to work with.

(End of audiotape)

*Sector 28: Client Recall

CL: Something about, I shouldn't have said this, this is real tender--this feeling that's closest to being honest that I've ever been, that he won't like it or something and leave. The fear is so great it just, I can remember going through that, I--I sat here and just go so warm and stifled you know as though I was choking myself and, and, uh, extreme punishment! As though I just--this was the worst thing I'd ever done. As though I'd said something I shouldn't have said.

RE: You revealed too much. But did you reveal everything, or were you getting close to--

CL: Close to something. I don't know what!

RE: You were feeling close to something and he'll...

CL: Uh-huh. I'm afraid of being rejected.

RE: Yeah in the feeling area, is the rejection, he'll get up and walk out, or he'll shout at you or--?

CL: No, he'll get up and walk out.

RE: He'll get up and walk out.

CL: Mm-hm. Either that or say he can't see me again. Or that this will be the end. And this is too tender. I can't be left alone with this. (Sound of the TV fades)

RE: Tape's run out.

(End of tape)

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DEVELOPING A SCALE TO MEASURE AFFECTIVE SENSITIVITY

Section VI of

I P R -- INTERPERSONAL PROCESS RECALL:
Stimulated Recall by Videotape in
Exploratory Studies of Counseling
and Teaching-Learning

Norman Kagan
David R. Krathwohl
William W. Farquhar

with the assistance of

Sarah Hervey
G. Robert Ward
Barbara Fuller
John Hartzell
Robert Woody

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CHAPTER 1

THE PROBLEM

> What would be desirable preparation for the person who is to receive training as a therapist? ....If the student is to become a therapist, the more he has been able to achieve of empathic experiencing with other individuals, the better will his preparation be. (Rogers, 1951, p. 437)

Theorists of many widely divergent schools of counseling have emphasized that one important therapist variable, independent of technique, is the therapist's ability to understand the client empathically (Cartwright and Learner, 1963). Although theorists and practitioners of different positions agree upon the importance of the therapist's empathic ability, studies investigating this variable are few compared to those of intelligence, interests, and personality development. The confusion which surrounds the definition of empathy could be one explanation for the dearth of studies in this area; another might be the inability to replicate human behavior in university and research settings prior to the advent of motion picture and television facilities. Another factor which has tended to confuse the issue is that most studies in empathy have not been operationally consistent with the definition of empathy the research used.

Empathy is clearly an important but somewhat ambiguous concept. Because of its centrality to the counseling process, and its consequent concern to us in the counselor-training part of our project, because we had data about counseling sessions which suggested a different approach to the concept, and because it seemed to us that the definition we were to give it would operationally relate the concept to the counseling ability of the counselor-trainer, we hoped to provide a somewhat different and hopefully more fruitful approach to the study of empathy.

We proposed to use videotapes from the IPR process as the basis for an "affective sensitivity" scale. It was so named because of our desire that we not perpetuate the myth that empathy must be a unitary concept. Since we were concerned that the student be aware of the affective state of the individual portrayed in the videotaped reproduction of counseling scenes, this seemed a more appropriate title.

We decided that selected portions of tapes could be chosen in which some significant feeling felt by the individual was interpreted in the IPR process. These scenes could then be looked at empirically in terms of whether the scene discriminated between "good" and "poor" counselors. We could then also check on the extent to which the responses which discriminated corresponded to the IPR interpretation by the client in the original interview. This was the original formulation of our plan of research.

CHAPTER 2

PREVIOUS APPROACHES TO THE DEFINITION AND MEASUREMENT OF EMPATHY

The literature on empathy is dispersed across various areas of psychology, from industrial to social and clinical psychology. It is a respected concept in the German school of Verstehende Psychologie, which holds that "psychic processes are not to be described but to be intuitively understood" (English and English). Empathy, or Einfuhlung, in this context is regarded as a faculty of immediate knowledge. This connotation has little acceptance in American psychology, in which empathy is partly synonymous with clinical inference. Sarbin (1960) pointed out the apparent distinction between clinical inference, which follows a general inference model, and intuition or immediate knowledge as a non-mediated process; he found that careful consideration of the elements of the intuitive process proved that it conformed to the logical model of inference, the underlying postulates being immediately available from past experience. The absence of a sound single theory which would explain the nature of empathic interpersonal communication either as an intuitive, cognitive model or as an inferential, learning model has permitted the operational meanings and usages of the term "empathy" to become increasingly vague and contradictory.

Definitions: Empathy and Affective Sensitivity

The problem of defining empathy is an epistemological one--how do we "know" others in a counseling relationship? Attempts to define empathy have been as diverse and as inconclusive as the efforts of philosophers to describe the nature of knowledge. To establish an operational basis for the development of the present scale, various definitions and synonyms for empathy were compared to generate the testable concept of affective sensitivity.

The term, Einfuhlung, later translated by Titchener as empathy, was introduced in 1897 by Theodore Lipps to describe the process of aesthetic appreciation as a form of inner imitation. This imitative characteristic is distinctive of those usages of the term which postulate an identity between the empathizer and his object. Sensitivity to the affect of another, according to such difinitions as these, depends on analogy, identification, or real similarity. This connotation is illustrated in the common sense idea of "putting yourself in the other fellow's place" which Allport (1954) found to run throughout many definitions of empathy.

An important theoretical disparity exists between this group of definitions and those which stress the detachment and objectivity of the empathizer. Typical of the second class of definitions for empathy is the one given by English and English:

> Apprehension of the state of mind of another person without feeling (as in sympathy) what the other feels. While the empathic process is primarily intellectual, emotion is not precluded, but it is not the same emotion as that of the person with whom one empathizes. The parent may empathize with the child's puny rage, feeling pity or amusement, whereas in sympathy he would feel rage along with the child. The attitude in empathy is one of acceptance and understanding; of an implicit "I see how you feel."

Carl Rogers (1959) emphasized the importance in counseling of the empathic understanding of the other person's "internal frame of reference." He described the state of being empathic as one of perceiving

> ...the internal frame of reference of another with accuracy, and with the emotional components and meanings which pertain thereto, as if one were the other person, but without ever losing the "as if" condition. Thus it means to sense the hurt or pleasure of another as he senses it, and to perceive the causes thereof as he perceives them, but without ever losing the recognition that it is as if I were hurt or pleased, etc. If this "as if" quality is lost, then the state is one of identification (1959, pp. 210-211).

The element of detachment, or as Rogers calls it, the "as if" condition, is present in the psychoanalytic definition of empathy, as given by Fenichel (1945, p.511):

> ...empathy consists of two acts: (a) an identification

> with the other person, and (b) an awareness of one's own feelings after the identification, and in this way an awareness of the object's feelings.

Katz (1963) advocated a four phase model for empathy, based on the formula given by Reik in Listening with the Third Ear. This finer division of the continuum from identification to objectivity suggests that the more closely one inspects the elements of an empathic act, then the further one can amplify the definition. The semantic controversy as to whether empathy is immediate, unmediated knowledge gained through a process of identification, or a logical process of inference culminating in objective awareness, may depend on the duration of the act or sequence of acts denoted as being empathic. An immediate focusing of attention on the affective state of another simultaneous with his behavioral expression of that state may be only one brief facet of interpersonal sensitivity. The nature of this particular operation is essentially passive and receptive, and if it is of extended duration and constancy it becomes sympathetic rather than empathic behavior. Buchheimer (1963) points out that a sympathetic person does not need to interact with the other person. In sympathy, he says, there is a paralleling of thought and feeling between the two or more individuals, whereas empathy connotes a converging of behavior. Thus an empathic process may begin with a receptive state of sensitivity to the affect being communicated by another, but the state rapidly shifts into covert inferential activity, and into overt operations intended to elicit meaningful or needed communication from the other; and this would be merely one phase of a cyclical process of interaction leading to increasing congruence.

The plethora of different usages for the term empathy in the literature points to the need for a clear analysis of the nature and duration of the empathic act. Some authors, to side-step the semantic confusion, have contrived fresh paraphrasings of a more generic type, such as "interpersonal perception" (Gage and Cronbach, 1955) or "ability to judge people" (Taft, 1955). With a similar intent, though hopefully taking finer aim in our conceptualizing, we have chosen in this study to steer clear of the theoretical shoals inherent in the discussion of empathy by purporting to measure only the more circumscribed trait of affective sensitivity, defined as the ability to detect and describe the immediate affective state of another; or in terms of communication theory, the ability to receive and decode affective communication.

Affective sensitivity would be a component of both sympathy and empathy, depending on the nature and duration of the interaction. The demonstration of affective sensitivity would depend upon an opportunity to observe--though not necessarily to interact with--the other. A high degree of affective sensitivity would not suffice to ensure effectiveness as a counselor; a low score, however, on a measure of affective sensitivity would suggest unsuitability for counselor training, indicating that the person perceives the feelings of others inaccurately, perhaps on the basis of stereotyping, assumed similarity, projection, or other distorting premises.

The Measurement of Empathy

Investigators attempting to measure empathy have used approaches as varied as the efforts to define empathy. The earliest ostensible study of empathy was conducted by Gordon in 1934, who instructed his subjects to tell whether the right or the left arm was raised in four photogrpahs of a Mexican male, and four reversals of these images. This procedure was an operationalizing of the original Lippsian concept of aesthetic empathy, in its postulation of an identity of feeling in the musculature of the empathic perceiver. Subjects were rated as empathic if they overtly or covertly attempted to emulate the attitude of the photographed image.

The current wave of interest in devising instruments for estimating and correlating empathic ability mounted in the 1950's. As yet, however, only one normative test has been reported in the Fifth Mental Measurements Yearbook (Buros, 1959), a group paper and pencil device entitled The Empathy Test (Kerr and Speroff, 1954). Designed for use in industrial selection, the test was intended to measure "the ability to put yourself in the other person's position, establish rapport, and anticipate his feelings, reactions and behaviors" (1954, p. 269). The researchers then translated this definition into operational terms the ability to rank as the average person would rank them: (a) the popularity of musical forms, (b) reading and buying preferences for magazines, and (c) the annoyance magnitude of experiences such as hearing a person chew gum. Validation criteria were obtained from national survey results and related research findings. Robert L. Thorndike commented on The Empathy Test as follows:

> There appears to be no inherent validity in the operations called for in this test, and so its validity must be established empirically through its ability to predict socially important criteria, or its relationships to other variables that would make it a meaningful construct. The manual reports several studies presenting evidence on the validity of the test, and certain of these appear quite impressive. However, the relatively few studies by persons not associated with the author have tended to yield predominately negative results. Unless the positive results reported in the manual are verified in the findings of other

> workers, this test cannot be recommended as either a useful practical device or a contribution to the description and understanding of an individual (Buros, 1959, p. 120).

In a similar endeavor to measure "massempathy," Norman and Ainsworth (1954) administered two forms of the GAMIN Personality Inventory at an interval of two weeks apart. On the first administration, the subjects answered for themselves; on the second, they responded as they thought most other people of their own age and sex would respond. The criterion for scoring the responses on the second form as being "massempathic" was based on the scores of the total group on the first form. While the authors were careful to define their terms appropriately, the demonstration of ability to conform to the average response pattern on a personality scale cannot be used to predict sensitivity in individual interaction. As in the case of Kerr and Speroff's test, the subject is required to take the role of the generalized other, rather than that of a specific other.

Gage and Cronbach (1955) delineated four components of experimental design in studies of interpersonal perception:

> a. The Judge whom the experimenter is attempting to measure.
> b. The Other(s) whom the Judge is asked to interpret.
> c. The Input, or information concerning the Other which is abailable to the Judge.
> d. The Outtake, i.e., the statement or predictions about the Other obtained from the Judge. (p. 412)

The two studies discussed above attempted to assign a score to the judges on the basis of their sensitivity to the generalized other. Let us now turn to those research studies in which empathy for a specific other has been estimated, and attempt to distinguish among these on the components of input and outtake, which between them determine the nature and availability of validating criteria.

Predictive Studies of Empathy

One of the most popular approaches to the measurement of empathy was devised by Dymond (1949), who defined empathy as "the imaginative transposing of oneself into the thinking, feeling and acting of another and so structuring the world as he does." As a measure of this ability she found the correspondence between subjects' ratings of others known to them through group interaction and the actual self-ratings made by the others. This approach thus emphasized the outtake component by requiring judges to make global predictions about others. A refinement of the original test appeared in 1950; it required rankings on a 5 point scale on each of six traits: superior-inferior, friendly-unfriendly, leader-follower, shy-self-assured, sympathetic-unsympathetic and secure-insecure.

Other studies employing a predictive criterion followed in the wake of Dymond's articles. Bender and Hastorf (1950) asked subjects to predict the responses of acquaintances on three personality scales, and found low positive correlations between obtained and predicted scores. Cowden (1955) had 29 married couples take the California Test of Personality, and then predict how his or her partner would answer the questions; he considered the accuracy of prediction to be a measure of empathy.

Predictive studies have an inherent weakness in the tendency of subjects to avoid negative or unfavorable ratings of themselves and others, producing a high clustering of scores. The authors cited above have attempted to apply corrections for the biasing factors of projection and assumed similarity. Hastorf, Bender and Weintraub (1955) found that subjects were cautious in predicting, and used the middle "often" and "seldom" alternatives. They remark:

> In the light of this finding, we learn why S's who themselves had definite perferences and close associates who reply with midscale responses tended to obtain high refined empathy scores. In view of these adventitious findings it would then become possible to predict an S's "empathic ability" without even scoring his predictions. We must therefore impugn the refined empathy score as a true measure of empathic ability. (p. 343)

A similar conclusion was reached by Lindgran and Robinson (1953) who found in evaluating Dymond's empathy rating scale that predictions tended to conform to a cultural stereotype or norm. They found the scale too cumbersome for use as a normative test, and, finally, questioned the validity of the Dymond scale in that a high score for predicting test responses might not denote actual empathy. In a similar indictment of tests stressing the predictive component, Cronbach (1955, p. 191) comments:

> Social perception research has been dominated by simple, operationally defined measures. Our analysis has shown that any such measure may combine and thereby conceal important variables, or may depend heavily on unwanted components. Only by careful subdivision of global measures can an investigator hope to know what he is dealing with. Our analysis makes especially clear that the investigator of social perception must develop more explicit theory regarding the constructs he intends to study, so that he can reduce his measures to the genuinely relevant components.

Thus, the ability to predict global attributes of another is a complex and fortuitous variable to investigate, and studies of this type have not contributed valid or reliable methods for assessing interpersonal sensitivity.

The authors of two further studies attempted to avoid the problems of using a predictive criterion for empathy. Lifton (1958) asked the members of a class in music education to rank their fellow members as "someone...sensitive to the feelings others may have about the problems that face them." Rosalind Dymond Cartwright appended to the article the comment that Lifton was measuring only the reputation for empathy. Lesser (1958) devised an Empathic Understanding Scale of 16 items such as the following: "I understand the client's feelings well"; or "I seem to see the client as he sees himself." A corresponding version of the scale allowed the client to rate the counselor. The scales were completed by counselor-client pairs, and client progress in therapy was estimated by the amount of change of the self-concept toward the ideal self, measured by Q-technique. The correlations between client progress and Empathic Understanding as measured by the counselor self-rating scale or by the client rating scale were not significant and were, in fact, negative. However, as in the case of the previously described rating scales, the mean ratings by both clients and counselors were significantly beyond the midpoint of the scale. Thus, the validity of the Empathic Understanding Scale must be held in question. Neither Lifton's nor Lesser's approach to the rating of empathic ability can be adapted to yield normative data.

Situational Tests of Empathy

The most felicitious approaches for the generation of measures of empathy or sensitivity are those which stress the input component in their experimental design. These studies provide a situation or situations involving combinations of visual, auditory or kinesthetic stimuli so as to provide a standard experience to elicit empathic responses from the subject.

Reid and Snyder (1947) played phonographic recordings of passages from actual interviews, asking the subjects to name the feelings expressed in each of 40 client statements within a 15-second time limit. They stated that approximately 80 percent of the 15 subjects agreed 50 percent of the time on the designation of feelings. The authors did not attempt, however, to define the "correct" answers or to develop an evaluative instrument.

Astin (1947) devised a situational test of empathy by having ten client statements recorded on audiotape by a professional actor, and requiring subjects to respond to the statement as if they were the counselor. The performance on this task of the eight subjects who were counselors was significantly superior to that of the eight non-counselor subjects.

Weinstein and McCandless (1959) used a more restricted visual situation to derive a measure of empathy in medical students: they showed a slide of a doctor talking to a mother in a sickroom. Subjects were required to choose from multiple-choice items those which best described what was happening in the picture. The empathy score was determined by the correspondence between the student's designation of the mother's feeling and the doctor's concern. The validity of this procedure is suspect, as it seems to postulate that an empathic person will project his empathic needs onto others.

O'Hern (1964) constructed an instrument to measure the sensitivity of trainee counselors. The instrument consisted of 30 different client problems portrayed by actors and recorded on audiotape. Thirteen individuals with varied backgrounds responded to the stimulus tape. This group included full-time counselors, graduate students in counseling, and undergraduates. The refined instrument included those responses that met modal jury agreement with variance no greater than one in either direction. The four answers for each response were weighted according to degrees of rightness and degrees of wrongness as determined by a panel of seven judges who had counseling experience, adhered to various counseling philosophies, and were involved in counselor education. The final instrument contained 29 client problems and 114 responses. A total of 212 students, enrolled in seven different Guidance and Counseling Institutes, participated in the study. O'Hern found no significant relationship between degree of sensitivity possessed by potential counselors and grades received in counseling practicum course. However, the potential counselors judged most effective in counseling practice scored significantly higher on the O'Hern scale than those judged least effective. An instrument such as this would lend itself to the development of standardized norms if further refinement and validation studies were carried out.

It is questionable whether tests based solely on the verbal text of an interview or on the audiorecording alone are sufficiently complete to give all the cues and clues needed for empathic understanding. Sullivan pointed out:

> A verbatim record of an interview, until it has been heavily annotated, is almost invariably remarkably misleading. I have had some recordings of interviews which I have regarded as astonishingly good teaching material, but when I have sprung these on intelligent colleagues, I have often found them barking up trees I hadn't seen--if, indeed, such trees were ever there,

> and I came to realize that they weren't. In other words the complete meaning of a conversation is not to be found in the verbatim verbal context of the communication, but is reflected in all sorts of subtle interplay. For example, very slight changes of tone suggesting the faintest hint of irritation on the part of the psychiatrist often switch the patient from an attempt at concealment to a very reasonable compromise between what he thinks it is safe to tell and what the facts may have been. Such things do not appear in the most perfect verbal record. Thus, to give a third person a notion of all that happened in an interview, one would have to annotate the written record by adding the impressions that went with different statements, explaining why things were put as they were, and so on; only in this way could the richness of the interchange...begin to be apparent. (Sullivan, 1964, p. 19)

As it becomes easier to make visual as well as auditory records, the possibility of using the total stimuli in a situation becomes more possible, and Sullivan's interpreter becomes unneccessary and undesirable. Two studies by Buchheimer (1964) and Rank (1964), as well as ours, have moved in this direction. Buchheimer used a filmed counseling interview in which the subject free responded verbally as selected points in the film as if he were the counselor, as one phase of his total study of empathy.

Buchheimer's results are not yet available. His free response situation presents obvious scoring problems and the test requires a language laboratory or similar situation to group administer. But the approach of having the subject play the role of the counselor has obvious and desirable face validity. It should, perhaps, be considered more of a "work sample" type test in the prediction of counselor success than a measurement of empathy *per se*. This has its advantage in that work sample tests have proven to have the greater predictive validity in a number of comparisons than aptitude variables. Thus measures of predictor variables such as intelligence tests or special ability and aptitude tests have been repeatedly outshown by work sample tests or measures of previous related work in fields other than counselling. On the other hand, however, a predictor variable may add cases which might be missed by a work sample test. Subjects that have not yet matured, have had inadequate or no training may not receive high scores on a work sample test but may do quite well in a predictor test of related variables. A test of empathy would appear to fall in this category and thus be of value.

Still closer to the approach proposed in our research, and indicative of the fact that the approach may prove fruitful, is the work of Rank (1964). Rank explored the relationship between trainee perceptions of film-presented counseling and post-training counseling competence. Test subjects responded from "stongly agree" to "strongly disagree" concerning statements about the client and the counselor presented on movie film. His "Film Test of Counselor Perceptions" produced cross-validation predictive correlations of .41 on the criterion of trainee competence after a practicum. The test also measured significant increase in scores during the practicum. The test was scored with a complex weighting system. Rank plans to revalidate and improve this scale. At present it is limited to one counselor and client in a variety of scenes.

Summary of Literature

From this survey of the status of research in empathy it appears that there is a dearth of valid tests for the assessment of sensitivity to affective communication. Of all the possibilities, Rank's comes closest to being practical. But there is still a need for a test which will be convenient to administer, provide normative scores, and present a sufficient number and variety of situations for the elicitation of responses which demonstrate sensitivity to the affect being expressed. The use of videotaped sequences from actual counseling interviews appears to offer a highly realistic yet standardized mode of presentation of affective stimuli in items which would discriminate between those persons sensitive and those not sensitive to the expression of feeling in others. The variety of clients and counselors recorded in the IPR process would appear to be a rich source of material from which to create such test items. The availability of the IPR interpretation by the client seems to add a dimension beyond that found in previous work to date.

CHAPTER 3

PROCEDURE AND RESULTS

As has been noted, the development of an affective sensitivity scale or empathy scale is confused by the fact that there are many different definitions and interpretations of the term "empathy." Our concern was to build a scale which was true to what seemed to us to be the basic definition of the term empathy. Such a scale might have a number of uses, among them the possibility of serving as a criterion measure in our research on the effectiveness of counselor training. While our inability to build a satisfactory scale kept us from using the device in this manner, we have made some progress toward such definition.

The scale was developed by reviewing videotapes of counselor trainees involved in the counselor training part of the IPR study during the Fall Quarter of 1963. A team of two of the principal investigators and four of the graduate assistants reviewed the tapes for Fall Quarter, selecting scenes which in view of the interrogation and the content itself indicated that client emotions were exhibited in a significant way. Typically these were changes in mood depicting the onset of client anger, fear, embarrassment, or avoidance behaviors. In most scenes selected, there was a movement on the part of the client from one feeling state to another. Our criteria were (a) that some emotion was displayed in the content and (b) that the nature of the emotion had been revealed during interrogation. In some instances the display of emotion was very subtle, and in other instances, quite blatant. There was an attempt to choose scenes which ranged along the continuum of obviousness. The final form contained 41 such scenes involving 11 different clients and counselors. The number of episodes for each client varied from two to six, so that there was a variable exposure to the different clients and counselors. Both male and female clients were included. In general they were normal clients, and the episodes varied in the emotional depth of the content and the kinds of problems covered. The counselors were both female and male, and varied considerably in their skill. Although most were beginning counselors, some experienced counselors were included. Several scenes of two married women as clients were included, but all other scenes were of high-school age students.

In order to develop some measurement of the feeling displayed, and to obtain alternatives to which testees might react, the scenes were shown to a group of high and low empathizers. The group of high empathizers consisted of 7 professional counselors from Michigan State University Counseling Center and faculty in Counseling and Guidance. These were selected persons, who in the opinion of their colleagues, had a particularly high degree of empathy. Added to this group were 5 doctoral candidates judged by the faculty to possess a high degree of empathy, as well as 9 beginning counselors who were judged by their supervisors in the counseling practicum to be high in empathy. This group of 21 subjects constituted a criterion group of high empathizers. Similarly low empathizers were recruited by talking to faculty. This group was composed of 6 beginning counselors, 4 superintendents of schools, high school counselors, and 2 undergraduates majoring in Education. There were 16 low empathizers.

The closed circuit studio was used to obtain these two groups' reactions to the 41 scenes. For each scene the students were asked to try to feel as the client last felt at the end of the episode and the subjects were instructed to scan a list of 57 adjectives, checking all the words which they thought applied to the client's feelings, whether expressed or not. They were then to circle the one word which corresponded to the adjective which they thought described most accurately the real feeling of the client. The list of adjectives was chosen from those compiled by Osgood (1953) as representing the major affective dimensions expressed in the English language. The list was further refined in such a way that words which seemed to be duplicates in feeling were omitted. The final list of 57 seemed to cover the range of feelings which might be expressed.

The adjectives checked by high and low empathizers were tabulated for each scene. Where an adjective was used with some frequency to describe a scene and there was a difference in the frequency with which it was used in the high and low empathic groups, it was selected for inclusion in the scale for that scene. In this way, words which were used differentially to describe the scene by high and low empathizers were culled from the larger list and used as a basis for constructing items for the various episodes.

A four point scale was devised for use with the adjectives. The scale instructions required the testee to rate each adjective in terms of its appropriateness in describing the feeling the testee had when he tried to feel as the client last did when the videotape was stopped. Each adjective was thus to be judged according to whether he felt that: (1) I have this kind of feeling strongly, (2) I have this kind of feeling somewhat, (3) I have this kind of feeling only a little, (4) I have this kind of feeling not at all.

The scale was next administered to 53 master's degree students in counseling at two universities. These students were categorized by their practicum supervisors as high, middle, or low empathizers. Chi square was computed on a two-by-two contingency table for each item to determine those items which discriminated between the high and low criterion groups. The four point rating scale used for reacting to the adjectives was dichotomized at the median response. Eighteen subjects judged as most high and most low in empathic ability were selected for the analysis, 17 remaining from the 53 being excluded from the analysis.

It was desireable to include all items which might discriminate so long as they were consistent in keying. Thus a dual criterion was used in selecting items as validated: (a) they had a chi square significant at the 20% level or better and (b) the direction of difference between high and low empathizers was the same as in the data for the group used in selecting adjectives for the test. As indicated in Table 1, using the median to dichotomize the data for each item, only 65 of the items reached a chi square significant at the 20% level. This was a relatively small proportion of the 280 items, which indicated that there had been a tremendous shrinkage. We were somewhat concerned about this, so rather than discarding the remaining 215 items, the scale was readministered in its totality to the remaining cross-validating group.

The cross-validating group consisted of 88 students enrolled in three National Defense Education Act Summer Institutes held during 1964 at different universities. A member of the IPR project staff went to each Institute and gave the instructions for taking the instrument and answered questions relating to the procedure. In contrast to the previous administrations, this administration was on kinescope instead of videotape. The students in this group were rated by their instructors on a normal distribution curve from high to low in empathy (Appendix D). The 28 highest and the 28 lowest on these scales comprised the high and low cross-validation groups. Each university thus had the same proportion in the high and low group, the high group representing roughly the top third in the empathy ratings and the low group the lowest third.

The median response for each item on the four-point scale response was determined and the scale dichotomized at the combined median for both high and low empathy groups so that a two-by-two chi-square analysis could be performed. Chi-square was computed on a dichotomized scale, splitting the scale at its median. The median was at the middle of the scale for 39 items, between the first and second responses for 15 items, and between the third and fourth responses for 11 items. As indicated in Table 3, only nine of the items were significant on cross-validation at the 20% level of significance. This is about what one would expect from the operation of chance factors alone.

In another analysis, an attempt was made to score the items of the scale for "right" and "wrong" answers, so the scale could also be used as a measure of empathic accuracy. Of the original 280 items, 175 could clearly be assigned correct and incorrect answers on the basis of the responses given by the criterion groups of high and low empathizers. The Kuder-Richardson formula 20 reliability of a sample of 84 of these items was .62; extended by the Spearman-Brown prophesy formula to 175 items the reliability is .77.

Table 1

FREQUENCY DISTRIBUTION AND SIGNIFICANCE OF ITEMS ON THE AFFECTIVE SENSITIVITY SCALE WHICH FAILED TO MEET THE .20 LEVEL OF SIGNIFICANCE IN VALIDATING THE INSTRUMENT[1]

Part A

Client and Episode	Item and Adjective	Group[2] Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
I	3	High	33.33[3]	16.67	4.000
1	Lonely	Low	16.67	33.33	
I	18	High	27.78	22.22	1.800
2	Ambivalent	Low	16.67	33.33	
I	19	High	36.11	13.89	4.050
3	Hopeful	Low	19.44	30.56	
I	21	High	25.00	25.00	1.870
3	Refreshed	Low	13.89	36.11	
I	33	High	11.11	38.89	2.000
4	Ambivalent	Low	22.22	27.78	
I	35	High	22.22	27.78	2.000
4	Embarrassed	Low	11.11	38.89	
I	38	High	38.89	11.11	4.028
5	Resistant	Low	22.22	27.78	
II	52	High	38.89	11.11	2.000
2	Surprised	Low	27.78	22.22	
II	54	High	30.56	19.44	2.786
2	Anxious	Low	16.67	33.33	

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[1] A chi-square value of 1.642 or higher was needed for the item to be significant at .20.

[2] Group rating refers to the top or bottom 33% of the sample based on ratings obtained from instructors and supervisors.

[3] The figure given in each cell is the percent of total response (N=36).

Table 1 (Continued)

Part A

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
II	59	High	30.56	19.44	1.778
3	Anxious	Low	19.44	30.56	
II	60	High	33.33	16.67	1.800
3	Guilty	Low	22.22	27.78	
III	69	High	47.22	2.78	2.090
I	Controlled	Low	38.89	11.11	
III	77	High	38.89	11.11	4.208
2	Bored	Low	22.22	27.78	
IV	90	High	16.67	33.33	1.800
2	Capable	Low	27.78	22.22	
IV	94	High	38.89	11.11	4.208
2	Annoyed-Angry	Low	22.22	27.78	
IV	95	High	38.89	11.11	5.600
2	Abused	Low	19.44	30.56	
IV	100	High	27.78	22.22	4.985
3	Talkative	Low	44.44	5.56	
V	111	High	20.59	32.35	4.480
1	Disgusted-Fed-up	Low	35.29	11.76	
V	113	High	20.59	32.35	4.480
1	Upset-Disturbed	Low	35.29	11.76	
V	116	High	23.53	29.41	3.265
1	Bitter	Low	35.29	11.76	
V	117	High	47.06	5.88	3.278
1	Cautious	Low	29.41	17.65	
V	135	High	5.88	47.06	2.101
4	Erratic-Disorganized	Low	14.71	32.35	

Table 1 (Continued)

Part A

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
VI	167	High	48.48	6.06	2.418
4	Happy	Low	30.30	15.15	
VI	177	High	36.36	18.18	5.241
5	Disgusted-Fed-up	Low	12.12	33.33	
VII	179	High	27.27	27.27	3.182
1	Comfortable-At ease	Low	36.36	9.09	
VII	180	High	6.06	48.48	5.215
1	Regretful	Low	21.21	24.24	
VII	185	High	27.27	27.27	1.866
2	Abused	Low	12.12	33.33	
VII	191	High	15.15	39.39	2.238
2	Scared	Low	24.24	21.21	
VIII	194	High	48.48	6.06	2.418
1	Embarrassed	Low	30.30	15.15	
VIII	199	High	27.27	27.27	1.866
2	Frustrated	Low	33.33	12.12	
VIII	203	High	42.42	12.12	2.200
2	Foolish-Ridiculous	Low	24.24	21.21	
IX	223	High	39.39	15.15	4.911
4	Defeated	Low	45.45	.00	
X	243	High	42.42	12.12	4.891
3	Worried	Low	18.18	27.27	
X	247	High	27.27	27.27	1.866
3	Bitter	Low	12.12	33.33	
XI	265	High	18.18	36.36	1.782
2	Helpless	Low	6.06	39.39	

Table 1 (Continued)

Part A

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
XI	271	High	45.45	9.09	3.487
3	Courageous-Daring	Low	24.24	21.21	
XI	272	High	18.18	36.36	2.347
3	Stubborn-Resistant	Low	27.27	18.18	
XI	278	High	39.39	15.15	2.451
4	Sensible-Reasonable	Low	42.42	3.03	

Part B

Client and Episode	Item and Adjective	Group Rating	Selected Response 1%	Selected Response 2 or 3 or 4%	Chi-Square
I	26	High	47.22	2.78	3.200
3	Controlled	Low	36.11	13.89	
I	30	High	38.89	11.11	2.090
4	Controlled	Low	47.22	2.78	
I	40	High	47.22	2.78	3.200
5	Reluctant	Low	36.11	13.89	
II	46	High	47.22	2.78	2.090
1	Anxious	Low	38.89	11.11	
III	71	High	50.00	0.00	3.273
1	Confused-Mixed-up	Low	41.67	8.33	
IV	82	High	38.89	11.11	2.000
1	Cautious	Low	27.78	22.22	
IV	99	High	44.44	5.56	2.118
3	Discouraged	Low	50.00	0.00	
IV	108	High	50.00	0.00	2.118
4	Controlled	Low	44.44	5.56	

Table 1 (Continued)

Part B

Client and Episode	Item and Adjective	Group Rating	Selected Response 1%	Selected Response 2 or 3 or 4%	Chi-Square
V 2	123 Anxious	High Low	47.06 47.06	5.88 0.00	1.889
V 4	133 Proud	High Low	29.41 38.24	23.53 8.82	2.555
VI 5	173 Disappointed	High Low	39.39 42.42	15.15 3.03	2.451
VIII 1	192 Confused-	High Low	54.55 39.39	0.00 6.06	2.555
IX 2	214 Optimistic	High Low	54.55 39.39	0.00 6.06	2.555
IX 3	221 Bitter	High Low	42.42 45.45	12.12 0.00	3.793
X 1	232 Discouraged	High Low	42.42 45.45	12.12 0.00	3.793

Part C

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 or 3%	Selected Response 4%	Chi-Square
I 3	23 Trapped	High Low	0.00 5.56	50.00 44.44	2.118
I 3	24 Annoyed-Angry	High Low	5.56 0.00	44.44 50.00	2.118
II 2	49 Bitter	High Low	2.78 11.11	47.22 38.89	2.090
III 2	76 Confused-Mixed-up	High Low	2.78 11.11	47.22 38.89	2.090

Table 1 (Continued)

Part C

Client and Episode	Item and Adjective	Group Ratings	Selected Response 1 or 2 or 3%	Selected Response 4%	Chi-Square
IV	86	High	8.33	41.67	3.273
1	Forced	Low	0.00	50.00	
IV	88	High	5.56	44.44	2.118
1	Embarrassed	Low	0.00	50.00	
IV	106	High	19.44	30.56	2.215
4	Careful	Low	8.33	41.67	
VII	183	High	6.06	48.48	1.774
1	Lonely	Low	0.00	45.45	
X	251	High	0.00	54.55	2.555
4	Bitter	Low	6.06	39.39	
XI	268	High	6.06	48.48	1.774
2	Satisfied	Low	0.00	45.45	
XI	276	High	15.15	39.39	2.451
4	Ambivalent	Low	3.03	42.42	

Table 2

CATEGORIZATION OF ENROLLEES FROM WHICH CROSS-VALIDATION GROUPS WERE OBTAINED

University	High Group	Middle Group	Low* Group
A	10	10	10
B	10	10	10
C	8	12	8
Totals	28	32	28

*High and low groups refer to the top and bottom 33% of the sample based on ratings obtained from instructors. Only the high and low groups were used for cross-validation purposes.

Table 3

FREQUENCY DISTRIBUTION AND SIGNIFICANCE OF ITEMS ON THE AFFECTIVE SENSITIVITY SCALE WHICH WERE SIGNIFICANT AT .20 OR HIGHER OBTAINED IN CROSS-VALIDATING THE INSTRUMENT[1]

Part A

Client and Episode	Item and Adjective	Group Rating[2]	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
V	116	High	17.86[3]	32.14	5.793
1	Bitter	Low	33.93	16.07	

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[1] A chi-square value of 1.642 or higher was needed for the item to be significant at .20.

[2] Group rating refers to the top or bottom 33% of the sample based on ratings obtained from instructors and supervisors.

[3] The figure given in each cell is the percent of total responses (N=56).

Table 3 (Continued)

Part A

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
VI 5	177 Disgusted-Fed up	High Low	41.07 28.57	8.93 21.43	4.139
VII 2	191 Scared	High Low	5.36 25.00	44.64 25.00	10.220
X 3	247 Bitter	High Low	32.14 21.43	17.86 28.57	2.585
XI 2	265 Helpless	High Low	32.14 8.93	17.86 41.07	12.469

Part B

			1%	2 or 3 or 4%	
III 1	71 Confused-Mixed up	High Low	10.71 21.43	39.29 28.57	2.947

Part C

			1 or 2 or 3%	4%	
VII 1	183 Lonely	High Low	35.71 42.86	14.29 7.14	1.697
X 4	251 Bitter	High Low	28.57 44.64	21.43 5.36	7.376
XI 2	268 Satisfied	High Low	46.43 35.71	3.57 14.29	4.383

CHAPTER 4

SUMMARY, DISCUSSION AND IMPLICATIONS

Summary

The purpose of this study was to develop and validate an instrument that tested a subject's ability to identify the emotion or emotions expressed by another in a series of videotaped excerpts from actual counseling interviews.

The instrument was composed of selected excerpts of videotaped recordings of counseling interviews followed by four to seven descriptive adjectives. Testees were to respond to each adjective on a continuum indicating how strongly they possessed the feeling described by the adjective at the end of each excerpt. Two criterion groups, judged high and low in empathic regard, responded to the instrument in the first step, generating items from a list of 57 adjectives expressing various feelings. The final list of four to seven descriptive adjectives was produced from the list of 57 adjectives.

The instrument was administered to 53 subjects in two universities for the purpose of validation. In order to cross-validate the results of the item analysis of the instrument it was administered to another 88 persons enrolled in three National Defense Education Act Summer Institutes (1964).

The desired data from the subject's responses were placed on IBM cards for statistical analysis. Chi-square was used in the statistical treatment of the data with the test of significance being established at .20 or higher. The two-by-two chi-square contingency, was employed splitting the response scale at the point at which the median occurred in the response pattern of each item.

Findings

A total of 65 items of the original 280 included met the test of significance for the purpose of validation and nine items were found to be significant in cross-validating the instrument.

These nine items which held up on cross-validation included the adjectives "bitter" (three of the items), "disgusted", "scared", "helpless", "confused", "mixed-up", "lonely", and "satisfied". The large number of negative adjectives results from the fact that the adjectives in general were descriptive of negative affect.[1] There was no major concentration on any one client or episode, although nearly all of the items were toward the end of the scale. Because the nine items represent about a fifth of the 65, and one would expect about a fifth of the items to show significance by chance at the 20% level, it would appear that there is nothing but a chance relationship between the item responses and the criterion.

Discussion

The affective sensitivity scale, as developed in this study, did not differentiate between persons judged high and low in empathic regard. This resulted in rejecting one major hypothesis which indicated that the scale would differentiate. We have been puzzled by these results. It is true that variations in methodology (see section on Implications below) might yield different data; however, the methodology used appeared appropriate. Further, unlike so many past "empathy" studies, the use of videotape and insights provided us through recall sessions, enabled us to create an instrument and instructions for its use which seemed to come closer to a congruence of theoretical and operational definition than ever before. Operationally, the testee was asked only to "feel as the other." He was not asked to predict future client behavior or to determine the counselor's next best statement--both typical of other studies and both subject to the influence of knowledge and training in the subject of counseling or personality theory.

What went wrong? One possibility is that adjectives, without qualifying phrases, have different meanings for different people. Thus individuals have similar feelings in empathizing but may be responding to the adjectives in different ways. It is possible that the use of phrases might be more specific and therefore might give us more consistency of interpretation than the adjectives alone.

A second possibility is that the level of interpretation varied with the experience of the counselor. Thus, what was most

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indicative for counselors at one level might not have been at another. For instance, a testee seeing a client overtly express fright might initially feel fright when he tried to feel as the person did. On closer examination, he might realize that actually the fright is fear of being angry, that underlying this is anger at the counselor which is being suppressed. In a real sense then, at the deepest level of interpretation, the most appropriate response might be anger. Thus the counselor who reads much deeper meanings into the scene may check different responses from the less experienced counselors. If this is the case, we will have to define better the level of insight requested.

It is also possible that as the individual checked down the list, the original feeling that the individual had at the time of the end of the scene may have been lost. Other feelings suggested by the adjectives may have modified the original feeling. If this were true, items at the beginning of the list should cross-validate more readily. An examination of the nine items which did cross-validate, however, indicated that the next to the last or lower half of the list in seven out of the nine instances were the items which held up. It would appear, then, that this is not a valid hypothesis. On the other hand, because the cross-validation indicates only chance results, a combination of several facors may have masked such results.

Despite the instructions and frequent reminders, many individuals began rating before the end of the scene and so did not react to the last feeling in the scene. In many instances individuals thus responded to the list in terms of feelings that they thought to be the dominant feelings of the scene rather than the last feeling. We have considered using some sort of a signal which would tell the individual the scene was drawing to a close so that he would attend to the feeling from that period on.

The 280 items form is an extremely long test. It often took nearly two hours to administer the test (particularly when mechanical adjustments were needed). Fatigue certainly could have been a factor.

The criterion problem is unavoidable. Although the counselor educators ranked their students on a normal distribution, it is not known whether the different universities were using similar criterion for ranking or how valid each university's ranking was. Two of the professors pointed out that although they knew their students well, empathy was so elusive a quality for them that they found themselves revising their rankings several times before submitting them to us. "The only valid criterion," one professor stated, "will be their [the counselors] long term influence of the clients they counsel." This was beyond the scope of this study.

The suggestion has been made that people do not differ significantly in their affective sensitivity, that this quality is distributed over a very narrow range. This idea stems from the apparent insight on recall of individuals who might otherwise have been thought to be socially insensitive. A number of such individuals indicate an awareness of what is going on, but seem to be incapable of acting based upon this awareness. Frequently they are able to verbalize their frustration at this gap. Such persons might be able to perform well on a non-threatening test of such behavior even though they could not act on it.

Viewed in this fashion, effectiveness in counseling would result, not so much from a difference in perception, as in what the counselor does based on this perception. The effective counselor enters the phenomenological field of the client and then confronts the client or deals with the feelings in other ways appropriate to his theoretical base. The ineffective counselor, on the other hand, equally aware of the client's communication, avoids confrontation, changes the topic, or perhaps "uses" the client's feeling to satisfy his own needs. It is possible that the recognition of affective communication is basic to survival within a given society and is learned well quite early. The child suffers pain who was unable to recognize the meaning "behind" father's words or unable to understand the meaning of the clenched teeth of his larger peers. Many teachers have experienced situations in which a classroom of 30 or more children will immediately come to order as she enters the room, making unnecessary the speech she was going to make about their poor conduct on previous days--the "speech" apparently having been already communicated by her posture, gait and expression on walking from the classroom door to her desk. Would the theatre and motion picture industries have been so successful financially if audiences differed significantly in affective sensitivity?

But people do appear to differ in this quality. How could one explain the social boor's "clumsiness" and apparent lack of sensitivity? Where the behavior results in annoyance and irritation with the behavior, could we as readily attribute the cause to a need for this manner of attention rather than social insensitivity? It is not so much that the individual does not perceive accurately according to this point of view, as it is that he does not know what to do about it, or he does not behave in socially acceptable ways. According to these data we would expect the scores on the test to be high without too much variability. It is not clear that our data support this point of view, but neither do they deny it. Out of 84 dichotomized items the mean score was 68.5. A chance score would have been 42, so the mean is halfway above a chance and a perfect score, about where it ought to be for a discriminating test, but not so high as to suggest that everyone is getting the answers "correct." This does not very clearly confirm the above reasoning but then it is difficult to know where the items chosen lie on an "absolute" scale of sensitivity. On the other hand, the standard deviation of about six is little less than one would expect of an 84 item scale. Even if only chance were involved one might expect somewhat great variability than this. This would somewhat support the argument advanced.

It is interesting to speculate that if research shows this view to be valid, then texts and training procedures in counselor as well as teacher education would require extensive revision. Students in these and other areas would need less to "learn" the meaning of the communication of others and more to overcome effectively their own need to avoid dealing with the communication.

Implications for Further Research

At this juncture we are inclined to be most concerned about the criterion problem, the commonality of the subjects' reactions to the scale, and the necessity of getting subjects to react to the same portion of the scene. Further, we wish to examine the structure of the test to determine its homogeneous sub-parts if any, and the relation of these sub-scores and improved criterion scores to an accuracy score based on the IPR protocols.

The present scale or the proposed revisions of it should be administered to full-year rather than to summer Counseling Institutes so that counselor criterion ranking can be based on more extensive contact with the counselor educators making the ranking.

The IPR interrogations responses themselves, along with alternatives, could be used as items instead of simple adjectives. An accuracy score could thus be determined without the use of judges, and this score studied in relation to other criteria e.g. grades, ranking by practicum supervisors, client rating of counselor.

Further, we need to improve the technical quality of our production and to make a selection of additional scenes that appear to have validity.

If the above measures fail to give us a valid scale, we shall be forced to a re-examination of the concept itself and its discriminability.

APPENDIX A

LIST OF FIFTY-SEVEN ADJECTIVES

INSTRUCTIONS

In the next two hours you will be viewing some kinescopes of actual counseling sessions. We are trying to identify what feelings were being expressed by the clients in these interviews. We are concerned about what observers would judge to be the actual feeling.

On the next page you will find a list of 57 adjectives expressing various feelings. Parallel to these words are spaces which you can check for episodes shown on the TV monitor. For example, all the spaces under Arabic numeral (1) will refer to the first episode of Client I. After you have seen counseling episode (2) go down the adjective list checking all those words which you feel apply to the client's feelings whether expressed or not. Then, circle only one check mark which corresponds to the word which you think describes most accurately the feeling of the client. In other words we would like you to put yourself in the place of the client and as empathically as possible record what you think is the real feeling the client is experiencing.

Name ____________________________________

*Episode	1	2	3	4	5	6
1. Abused	___	___	___	___	___	___
2. Ambivalent	___	___	___	___	___	___
3. Amused	___	___	___	___	___	___
4. Annoyed - Angry	___	___	___	___	___	___
5. Anxious	___	___	___	___	___	___
6. Appreciated	___	___	___	___	___	___
7. Baffled	___	___	___	___	___	___
8. Bitter	___	___	___	___	___	___
9. Bored	___	___	___	___	___	___
10. Capable	___	___	___	___	___	___
11. Careful	___	___	___	___	___	___
12. Cautious	___	___	___	___	___	___
13. Comfortable - at ease	___	___	___	___	___	___
14. Confused - Mixed-up	___	___	___	___	___	___
15. Controlled	___	___	___	___	___	___
16. Courageous - Daring	___	___	___	___	___	___
17. Daydreaming	___	___	___	___	___	___
18. Defeated	___	___	___	___	___	___
19. Depressed	___	___	___	___	___	___
20. Determined	___	___	___	___	___	___
21. Disappointed	___	___	___	___	___	___

*This list of words was used for all episodes.

Episode	1	2	3	4	5	6
22. Discouraged	___	___	___	___	___	___
23. Disgusted - Fed-up	___	___	___	___	___	___
24. Embarrassed	___	___	___	___	___	___
25. Enthusiastic	___	___	___	___	___	___
26. Erratic - Disorganized	___	___	___	___	___	___
27. Exhausted	___	___	___	___	___	___
28. Flexible	___	___	___	___	___	___
29. Foolish - Ridiculous	___	___	___	___	___	___
30. Forced	___	___	___	___	___	___
31. Frustrated	___	___	___	___	___	___
32. Guilty	___	___	___	___	___	___
33. Happy	___	___	___	___	___	___
34. Helpful	___	___	___	___	___	___
35. Helpless	___	___	___	___	___	___
36. Hopeful	___	___	___	___	___	___
37. Hopeless	___	___	___	___	___	___
38. Impatient	___	___	___	___	___	___
39. Listless - Indifferent	___	___	___	___	___	___
40. Lonely	___	___	___	___	___	___
41. Optimistic	___	___	___	___	___	___
42. Patient	___	___	___	___	___	___

Episode	1	2	3	4	5	6
43. Protected	___	___	___	___	___	___
44. Proud	___	___	___	___	___	___
45. Refreshed	___	___	___	___	___	___
46. Regretful	___	___	___	___	___	___
47. Relieved	___	___	___	___	___	___
48. Reluctant	___	___	___	___	___	___
49. Satisfied	___	___	___	___	___	___
50. Scared	___	___	___	___	___	___
51. Sensible - Reasonable	___	___	___	___	___	___
52. Stubborn - Resistant	___	___	___	___	___	___
53. Surprised	___	___	___	___	___	___
54. Talkative	___	___	___	___	___	___
55. Trapped	___	___	___	___	___	___
56. Upset - Disturbed	___	___	___	___	___	___
57. Worried	___	___	___	___	___	___

APPENDIX B

AFFECTIVE SENSITIVITY SCALE

INSTRUCTIONS

You will be viewing some kinescopes of actual counseling sessions. We are trying to identify what feelings are being experienced by the clients in these interviews. We want to know what you as an observer judge to be the actual feeling(s).

On the following pages you will find lists of adjectives which describe various feelings. After viewing each episode, try to feel as the client last felt. Then, taking each adjective in turn, rate it on the following scale:

1. I have this kind of feeling strongly.
2. I have this kind of feeling somewhat.
3. I have this kind of feeling only a little.
4. I have this kind of feeling not at all.

For example, if you view a specific episode in which the client states, "I am happy with my experiences at school," you are to try to feel as the client last felt. If you find yourself feeling very annoyed and defeated, you would rate the words annoyed and defeated #1 to indicate, "I have this kind of feeling strongly." Assuming annoyed has arabic numeral 7 preceding it and defeated has arabic numeral 8 preceding it, your answer sheet would appear as follows:

7. 1 ■ 2 = 3 = 4 = 5 =   8. 1 ■ 2 = 3 = 4 = 5 =

If you feel as the client last felt, and you find yourself feeling somewhat happy, you would rate the word happy #2 to indicate, "I have this kind of feeling somewhat." Assuming happy has arabic numeral 9 preceding it, your answer sheet would appear as follows:

9. 1 = 2 ■ 3 = 4 = 5 =

Please put yourself in the place of the client and, as honestly as possible, record the real feeling(s) the client is last experiencing. Be sure to rate each word.

CLIENT I Episode 1

1. Frustrated
2. Anxious
3. Lonely
4. Depressed
5. Ambivalent
6. Discouraged
7. Resistant
8. Confused - Mixed-up
9. Worried
10. Pushed

CLIENT I Episode 2

11. Satisfied
12. Abused
13. Anxious
14. Hopeful
15. Frustrated
16. Confused - Mixed-up
17. Baffled
18. Ambivalent

CLIENT I Episode 3

19. Hopeful
20. Optimistic
21. Refreshed
22. Relieved
23. Trapped
24. Annoyed - Angry
25. Anxious
26. Controlled
27. Depressed

CLIENT I Episode 4

28. Cautious
29. Appreciated
30. Controlled
31. Optimistic
32. Baffled
33. Ambivalent
34. Anxious
35. Embarrased

CLIENT I Episode 5

36. Forced
37. Baffled
38. Resistant
39. Trapped
40. Reluctant
41. Upset - Disturbed
42. Annoyed - Angry

CLIENT II Episode 1

43. Baffled
44. Talkative
45. Surprised
46. Anxious
47. Annoyed - Angry
48. Embarrased
49. Bitter

CLIENT II Episode 2

50. Forced
51. Embarrassed
52. Surprised
53. Trapped
54. Anxious
55. Scared
56. Frustrated

CLIENT II Episode 3

57. Frustrated
58. Daydreaming
59. Anxious
60. Guilty
61. Embarrassed
62. Confused - Mixed-up
63. Appreciated
64. Scared
65. Ambivalent

CLIENT III Episode 1

66. Determined
67. Anxious
68. Worried
69. Controlled
70. Defeated
71. Confused - Mixed-up
72. Listless - Indifferent
73. Annoyed

CLIENT III Episode 2

74. Listless - Indifferent
75. Controlled
76. Confused - Mixed-up
77. Bored
78. Helpful
79. Reluctant
80. Surprised

CLIENT IV Episode 1

81. Dependent
82. Cautious
83. Discouraged
84. Reluctant
85. Anxious
86. Forced
87. Worried
88. Embarrassed
89. Infantile

CLIENT IV Episode 2

90. Capable
91. Bitter
92. Disgusted - Fed-up
93. Determined
94. Annoyed - Angry
95. Abused

CLIENT IV Episode 3

95. Frustrated
97. Confused - Mixed-up
98. Baffled
99. Discouraged
100. Talkative
101. Annoyed - Angry
102. Abused

CLIENT IV Episode 4

103. Reluctant
104. Frustrated
105. Defeated
106. Careful
107. Depressed
108. Controlled
109. Hopeful

CLIENT V Episode 1

110. Anxious
111. Disgusted - Fed-up
112. Baffled
113. Upset - Disturbed
114. Confused - Mixed-up
115. Pushed
116. Bitter
117. Cautious

CLIENT V Episode 2

118. Abused
119. Disappointed
120. Frustrated
121. Annoyed - Angry
122. Comfortable - At ease
123. Anxious
124. Lonely

CLIENT V Episode 3

125. Inflexible

126. Depressed

127. Confused - Mixed-up

128. Stubborn - Resistant

129. Abused

130. Worried

131. Resentful

CLIENT V Episode 4

132. Lonely

133. Proud

134. Dependent

135. Erratic - Disorganized

136. Guilty

137. Anxious

138. Frustrated

CLIENT V Episode 5

139. Bitter

140. Discouraged

141. Resentful

142. Depressed

143. Annoyed - Angry

144. Abused

145. Ambivalent

CLIENT V Episode 6

146. Trapped

147. Bitter

148. Resentful

149. Annoyed - Angry

150. Disgusted

151. Abused

CLIENT VI Episode 1

152. Talkative
153. Anxious
154. Foolish - Ridiculous
155. Guilty
156. Embarrassed

CLIENT VI Episode 2

157. Satisfied
158. Appreciated
159. Guilty
160. Amused

CLIENT VI Episode 3

161. Impatient
162. Anxious
163. Stubborn - Resistant
164. Annoyed - Angry
165. Disappointed
166. Determined

CLIENT VI Episode 4

167. Happy
168. Relieved
169. Baffled
170. Confused - Mixed-up
171. Helpful

CLIENT VI Episode 5

172. Bitter
173. Disappointed
174. Annoyed - Angry
175. Exhausted
176. Defeated
177. Disgusted - Fed-up
178. Baffled

CLIENT VII Episode 1

179. Comfortable - At ease
180. Anxious
181. Regretful
182. Ambivalent
183. Lonely
184. Disappointed

CLIENT VII Episode 2

185. Abused
186. Helpless
187. Ambivalent
188. Protected
189. Embarrassed
190. Anxious
191. Scared

CLIENT VIII Episode 1

192. Confused - Mixed-up
193. Defeated
194. Embarrassed
195. Frustrated
196. Worried
197. Discouraged
198. Baffled

CLIENT VIII Episode 2

199. Frustrated
200. Impatient
1. Embarrassed[1]
2. Confused - Mixed-up
3. Foolish - Ridiculous
4. Bored

CLIENT IX Episode 1

5. Helpful
6. Enthusiastic
7. Cautious
8. Surprised
9. Hopeful
10. Relieved

CLIENT IX Episode 2

11. Hopeful
12. Anxious
13. Refreshed
14. Optimistic
15. Courageous - Daring
16. Enthusiastic

CLIENT IX Episode 3

17. Talkative
18. Disgusted - Fed-up
19. Amused
20. Annoyed - Angry
21. Bitter
22. Baffled

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[1] This item began on a second answer sheet.

CLIENT IX Episode 4

23. Defeated
24. Bitter
25. Hopeless
26. Annoyed - Angry
27. Baffled
28. Discouraged
29. Disgusted - Fed-up

CLIENT X Episode 1

30. Confused - Mixed-up
31. Upset - Disturbed
32. Discouraged
33. Baffled
34. Anxious
35. Scared
36. Ambivalent

CLIENT X Episode 2

37. Daydreaming
38. Optimistic
39. Hopeful
40. Anxious
41. Confused - Mixed-up

CLIENT X Episode 3

42. Depressed
43. Worried
44. Helpless
45. Hopeless
46. Confused - Mixed-up
47. Bitter
48. Sensible - Reasonable

CLIENT X Episode 4

49. Defeated
50. Lonely
51. Bitter
52. Helpless
53. Upset - Disturbed
54. Anxious
55. Discouraged
56. Embarrassed

CLIENT XI Episode 1

57. Anxious
58. Embarrassed
59. Forced
60. Discouraged
61. Impatient
62. Scared

CLIENT XI Episode 2

63. Listless - Indifferent
64. Hopeful
65. Helpless
66. Impatient
67. Determined
68. Satisfied

CLIENT XI Episode 3

69. Anxious
70. Bored
71. Courageous - Daring
72. Stubborn - Resistant
73. Impatient
74. Ambivalent

CLIENT XI Episode 4

75. Protected

76. Ambivalent

77. Anxious

78. Sensible - Reasonable

79. Satisfied

80. Determined

APPENDIX C

ITEM ANALYSIS OF ITEMS FOUND NONSIGNIFICANT IN VALIDATING THE INSTRUMENT

FREQUENCY DISTRIBUTION AND SIGNIFICANCE OF ITEMS ON THE AFFECTIVE SENSITIVITY SCALE WHICH FAILED TO MEET THE .20 LEVEL OF SIGNIFICANCE IN VALIDATING THE INSTRUMENT[1]

Part A

Client and Episode	Item and Adjective	Group Rating[2]	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
I	5	High	30.56[3]	19.44	.450
1	Ambivalent	Low	25.00	25.00	
I	13	High	16.67	33.00	2.786[4]
2	Anxious	Low	30.56	19.44	
I	14	High	16.67	33.33	.554
2	Hopeful	Low	11.11	38.89	
I	22	High	27.78	22.22	1.003
3	Relieved	Low	19.44	30.56	
I	25	High	16.67	33.33	.468
3	Anxious	Low	22.22	27.78	
I	29	High	22.22	27.78	.468
4	Appreciated	Low	16.67	33.33	
I	32	High	16.67	33.33	.000
4	Baffled	Low	16.67	33.33	
I	39	High	25.00	25.00	.000
5	Trapped	Low	25.00	25.00	

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[1] A chi-square value of 1.642 or higher was needed for the item to be significant at .20.

[2] Group rating refers to the top or bottom 33% of the sample based on ratings obtained from instructors and supervisors.

[3] The figure given in each cell is the percent of total responses (N=36).

[4] Eighteen items were listed as having failed the validation test even though the chi square was significant because the direction of discriminating high from low empathizers reversed from the group used in constructing the items.

Part A (Continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
I	47	High	16.67	33.00	1.333
5	Annoyed-Angry	Low	8.33	41.67	
II	48	High	13.89	36.11	1.084
1	Embarrassed	Low	22.22	27.78	
II	50	High	36.11	13.89	2.857
2	Forced	Low	22.22	27.78	
II	53	High	19.44	30.56	1.003
2	Trapped	Low	27.78	22.22	
II	56	High	19.44	30.56	.120
2	Frustrated	Low	16.67	33.33	
II	57	High	30.56	19.44	.450
3	Frustrated	Low	25.00	25.00	
II	61	High	30.56	19.44	1.003
3	Embarrassed	Low	22.22	27.78	
II	62	High	33.33	16.67	.120
3	Confused-Mixed-up	Low	30.56	19.44	
II	63	High	13.89	36.11	.000
3	Appreciated	Low	13.89	36.11	
II	64	High	11.11	38.89	.800
3	Scared	Low	5.56	44.44	
III	67	High	19.44	30.56	.500
1	Anxious	Low	13.89	36.11	
III	68	High	38.89	11.11	.148
1	Worried	Low	36.11	13.89	
III	72	High	13.89	36.11	1.870
1	Listless-Indifferent	Low	25.00	25.00	

Part A (Continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
III 2	74 Listless-Indifferent	High Low	19.44 16.67	30.56 33.33	.120
III 2	77 Bored	High Low	38.89 22.22	11.11 27.78	4.208
III 2	78 Helpful	High Low	13.89 8.33	36.11 41.67	.643
III 2	79 Reluctant	High Low	25.00 19.44	25.00 30.56	.450
IV 1	85 Anxious	High Low	25.00 8.33	25.00 41.67	4.500
IV 1	87 Worried	High Low	19.44 8.33	30.56 41.67	2.215
IV 2	93 Determined	High Low	16.67 16.67	33.33 33.33	.000
IV 3	98 Baffled	High Low	36.11 30.56	13.89 19.44	.500
IV 3	101 Annoyed-Angry	High Low	27.78 27.78	22.22 22.22	.000
IV 4	103 Reluctant	High Low	22.22 16.67	27.78 33.33	.468
IV 4	104 Frustrated	High Low	30.56 22.22	19.44 27.78	1.003
IV 4	105 Defeated	High Low	22.22 19.44	27.78 30.56	.114
V 1	110 Anxious	High Low	26.47 29.41	26.47 17.65	.537
V 1	114 Confused-Mixed-up	High Low	32.35 41.18	20.59 5.88	3.031

Part A (Continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
V 3	126 Depressed	High Low	29.41 26.47	23.53 20.59	.002
V 3	127 Confused-Mixed-up	High Low	38.24 32.35	14.71 14.71	.049
V 3	128 Stubborn-Resistant	High Low	32.35 32.35	20.59 14.71	.216
V 3	129 Abused	High Low	26.47 23.53	26.47 23.53	.000
V 3	131 Resentful	High Low	32.35 32.35	20.59 14.71	.216
V 4	136 Guilty	High Low	32.35 14.71	20.59 32.35	3.032
V 4	138 Frustrated	High Low	35.29 38.24	17.65 8.82	.926
V 5	139 Bitter	High Low	44.12 32.35	8.82 14.71	1.001
V 5	140 Discouraged	High Low	35.29 38.24	17.65 8.82	.926
V 5	142 Depressed	High Low	32.35 35.29	20.59 11.76	.747
V 5	145 Ambivalent	High Low	17.65 23.53	35.29 23.53	.971
V 6	149 Annoyed-Angry	High Low	41.18 41.18	11.76 5.88	.551
VI 1	155 Guilty	High Low	42.42 27.27	12.12 18.18	1.224

Part A (Continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
VI 2	159 Guilty	High Low	15.15 24.24	39.39 21.21	2.238
VI 2	160 Amused	High Low	24.24 24.24	30.30 21.21	.259
VI 3	162 Anxious	High Low	30.30 21.21	24.24 24.24	.259
VI 3	163 Stubborn-Resistant	High Low	27.27 24.24	27.27 21.21	.036
VI 3	164 Annoyed-Angry	High Low	33.33 33.33	21.21 12.12	.550
VI 3	165 Disappointed	High Low	18.18 21.21	36.36 24.24	.609
VI 4	168 Relieved	High Low	36.36 27.27	18.18 18.18	.157
VI 5	172 Bitter	High Low	30.30 27.27	24.24 18.18	.066
VI 5	174 Annoyed-Angry	High Low	30.30 15.15	24.24 30.30	1.630
VI 5	178 Baffled	High Low	12.12 24.24	42.42 21.21	3.422
VII 1	181 Regretful	High Low	39.39 27.27	15.15 18.18	.550
VII 1	182 Ambivalent	High Low	24.24 27.27	30.30 18.18	.793
VII 1	184 Disappointed	High Low	30.30 21.21	24.24 24.24	.259

Part A (Continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
VII 2	186 Helpless	High	39.39	15.15	.550
		Low	27.27	18.18	
VII 2	189 Embarrassed	High	39.39	15.15	.550
		Low	27.27	18.18	
VII 2	190 Anxious	High	36.36	18.18	.000
		Low	30.30	15.15	
VIII 1	193 Defeated	High	39.39	15.15	3.478
		Low	18.18	27.27	
VIII 1	195 Frustrated	High	39.39	15.15	.269
		Low	36.36	9.09	
VIII 1	196 Worried	High	36.36	18.18	.000
		Low	30.30	15.15	
VIII 1	197 Discouraged	High	33.33	21.21	1.460
		Low	18.18	27.27	
VIII 1	198 Baffled	High	24.24	30.30	.259
		Low	24.24	21.21	
VIII 2	200 Impatient	High	18.18	36.36	.000
		Low	15.15	30.30	
VIII 2	204 Bored	High	21.21	33.33	.203
		Low	21.21	24.24	
IX 2	212 Anxious	High	27.27	27.27	.330
		Low	18.18	27.27	
IX 2	215 Courageous-Daring	High	36.36	18.18	.000
		Low	30.30	15.15	
IX 3	218 Disgusted-Fed-up	High	27.27	27.27	.036
		Low	21.21	24.24	
IX 3	219 Amused	High	21.21	33.33	.550
		Low	12.12	33.33	

Part A (Continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
IX	220	High	39.39	15.15	1.021
3	Annoyed-Angry	Low	39.39	6.06	
IX	224	High	36.36	18.18	1.782
4	Bitter	Low	39.39	6.06	
IX	226	High	36.36	18.18	.733
4	Annoyed-Angry	Low	36.36	9.09	
IX	229	High	33.33	21.21	.004
4	Disgusted-Fed-up	Low	27.27	18.18	
X	233	High	36.36	18.18	.733
1	Baffled	Low	36.36	9.09	
X	241	High	18.18	36.36	.000
2	Confused, Mixed-up	Low	15.15	30.30	
X	242	High	33.33	21.21	.203
3	Depressed	Low	24.24	21.21	
X	246	High	18.18	36.36	.733
3	Confused-Mixed-up	Low	9.09	36.36	
X	248	High	39.39	15.15	.005
3	Sensible-Reasonable	Low	33.33	12.12	
X	256	High	18.18	36.36	.172
4	Embarrassed	Low	12.12	33.33	
XI	257	High	33.33	21.21	.203
1	Anxious	Low	24.24	21.21	
XI	258	High	36.36	18.18	.172
1	Embarrassed	Low	33.33	12.12	

Part A (Continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
XI 1	259 Forced	High Low	30.30 24.24	24.24 21.21	.016
XI 1	260 Discouraged	High Low	15.15 15.15	39.39 30.30	.120
XI 1	261 Impatient	High Low	24.24 27.27	30.30 18.18	.793
XI 3	269 Anxious	High Low	30.30 15.15	24.24 30.30	1.630
XI 3	273 Impatient	High Low	27.27 30.30	27.27 15.15	.930
XI 4	277 Anxious	High Low	21.21 24.24	33.33 21.21	.689
XI 4	279 Satisfied	High Low	27.27 24.24	27.27 21.21	.036

Part B

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 %	Selected Response 2 or 3 or 4%	Chi-Square
I 1	1 Frustrated	High Low	47.22 44.44	2.78 5.56	.364
I 1	2 Anxious	High Low	47.22 47.22	2.78 2.78	.000
I 1	4 Depressed	High Low	47.22 41.67	2.78 8.33	1.125
I 1	6 Discouraged	High Low	47.22 44.44	2.78 5.56	.364
I 1	8 Confused-Mixed-up	High Low	47.22 47.22	2.78 2.78	.000
I 1	9 Worried	High Low	44.44 47.22	5.56 2.78	.364
I 2	15 Frustrated	High Low	47.22 47.22	2.78 2.78	.000
I 2	16 Confused-Mixed-up	High Low	47.22 47.22	2.78 2.78	.000
I 2	17 Baffled	High Low	44.44 44.44	5.56 5.56	.000
I 3	20 Optimistic	High Low	44.44 44.44	5.56 5.56	.000
I 4	28 Cautious	High Low	47.22 50.00	2.78 0.00	1.029
I 5	36 Forced	High Low	38.89 36.11	11.11 13.89	.148
I 5	37 Baffled	High Low	41.67 33.33	8.33 16.67	1.333

Part B (Continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1%	Selected Response 2 or 3 or 4 %	Chi-Square
II 1	43 Baffled	High Low	38.89 30.56	11.11 19.44	1.178
II 1	44 Talkative	High Low	50.00 44.44	0.00 5.56	2.118
II 1	45 Surprised	High Low	47.22 44.44	2.78 5.56	.364
II 2	51 Embarrassed	High Low	47.22 50.00	2.78 0.00	1.029
III 2	75 Controlled	High Low	50.00 47.27	0.00 2.78	1.029
IV 2	91 Bitter	High Low	41.67 44.44	8.33 5.56	.232
IV 2	92 Disgusted-Fed-up	High Low	44.44 47.22	5.56 2.78	.364
IV 3	96 Frustrated	High Low	47.22 50.00	2.78 0.00	1.029
IV 3	97 Confused-Mixed-up	High Low	44.44 44.44	5.56 5.56	.000
IV 3	102 Abused	High Low	47.22 44.44	2.78 5.56	.364
V 1	112 Baffled	High Low	47.06 41.18	5.88 5.88	.016
V 1	115 Pushed	High Low	44.12 41.18	8.82 5.88	.117
V 2	118 Abused	High Low	52.94 41.18	0.00 5.88	2.391
V 2	119 Disappointed	High Low	52.94 47.06	0.00 0.00	.000

Part B (Continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1%	Selected Response 2 or 3 or 4%	Chi-Square
V	120	High	52.94	0.00	.000
2	Frustrated	Low	47.06	0.00	
V	121	High	52.94	0.00	.000
2	Annoyed-Angry	Low	47.06	0.00	
V	124	High	47.06	5.88	1.889
2	Lonely	Low	47.06	0.00	
V	125	High	50.00	2.94	.916
3	Inflexible	Low	47.06	0.00	
V	130	High	52.94	0.00	.000
3	Worried	Low	47.06	0.00	
V	132	High	52.94	0.00	.000
4	Lonely	Low	47.06	0.00	
V	134	High	50.00	2.94	.007
4	Dependent	Low	44.12	2.94	
V	137	High	52.94	0.00	.000
4	Anxious	Low	47.06	0.00	
V	141	High	52.94	0.00	1.159
5	Resentful	Low	44.12	2.94	
V	143	High	50.00	2.94	.007
5	Annoyed-Angry	Low	44.12	2.94	
V	144	High	47.06	5.88	.294
5	Abused	Low	44.12	2.94	
V	146	High	44.12	8.82	.117
6	Trapped	Low	41.18	5.88	
V	147	High	52.94	0.00	.000
6	Bitter	Low	47.06	0.00	
V	148	High	52.94	0.00	.000
6	Resentful	Low	47.06	0.00	

Part B (Continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1%	Selected Response 2 or 3 or 4%	Chi-Square
V	150	High	50.00	2.94	.916
6	Disgusted	Low	47.06	0.00	
V	151	High	52.94	0.00	.000
6	Abused	Low	47.06	0.00	
VI	152	High	48.48	6.06	1.774
1	Talkative	Low	45.45	0.00	
VI	153	High	54.55	0.00	1.237
1	Anxious	Low	42.42	3.03	
VI	154	High	54.55	0.00	1.237
1	Foolish-Ridiculous	Low	42.42	3.03	
VI	156	High	54.55	0.00	.000
1	Embarrassed	Low	45.45	0.00	
VI	157	High	42.42	12.12	.024
2	Satisfied	Low	36.36	9.09	
VI	158	High	48.48	6.06	.196
2	Appreciated	Low	42.42	3.03	
VI	161	High	48.48	6.06	.038
3	Impatient	Low	39.39	6.06	
VI	166	High	48.48	6.06	.503
3	Determined	Low	36.36	9.09	
VI	171	High	45.45	9.09	.071
4	Helpful	Low	39.39	6.06	
VIII	201	High	48.48	6.06	1.774
2	Embarrassed	Low	45.45	6.80	
VIII	202	High	45.45	9.09	2.750
2	Confused-Mixed-up	Low	45.15	0.00	
IX	206	High	54.55	0.00	.000
1	Enthusiastic	Low	45.45	0.00	

Part B (Continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1%	Selected Response 2 or 3 or 4%	Chi-Square
IX	208	High	54.55	0.00	.000
1	Surprised	Low	45.45	0.00	
IX	209	High	54.55	0.00	1.237
1	Hopeful	Low	42.42	3.03	
IX	210	High	54.55	0.00	.000
1	Relieved	Low	45.45	0.00	
IX	211	High	51.52	3.03	.018
2	Hopeful	Low	42.42	3.03	
IX	213	High	48.48	6.06	.038
2	Refreshed	Low	39.39	6.06	
IX	216	High	54.55	0.00	.000
2	Enthusiastic	Low	45.45	0.00	
IX	217	High	42.42	12.12	1.540
3	Talkative	Low	42.42	3.03	
IX	225	High	51.52	3.03	.859
4	Hopeless	Low	45.45	0.00	
IX	228	High	51.52	3.03	.859
4	Discouraged	Low	45.45	0.00	
X	230	High	48.48	6.06	1.774
1	Confused-Mixed-up	Low	45.45	0.00	
X	231	High	48.48	6.06	1.774
1	Upset-Disturbed	Low	45.45	0.00	
X	234	High	54.55	0.00	.000
1	Anxious	Low	45.45	0.00	
X	235	High	48.48	6.06	.19~~6~~2
1	Scared	Low	42.42	3.03	
X	238	High	51.52	3.03	.018
2	Optimistic	Low	42.42	3.03	

Part B (Continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1%	Selected Response 2 or 3 or 4%	Chi-Square
X	239	High	54.55	0.00	.000
2	Hopeful	Low	45.45	0.00	
X	240	High	45.45	9.09	.768
2	Anxious	Low	42.42	3.03	
X	244	High	54.55	0.00	.000
3	Helpless	Low	45.45	0.00	
X	245	High	51.52	3.03	.599
3	Hopeless	Low	39.39	6.06	
X	249	High	54.55	0.00	.000
4	Defeated	Low	45.45	0.00	
X	250	High	54.55	0.00	.000
4	Lonely	Low	45.45	0.00	
X	252	High	54.55	0.00	.000
4	Helpless	Low	45.45	0.00	
X	253	High	45.45	9.09	.071
4	Upset-Disturbed	Low	39.39	6.06	
X	254	High	54.55	0.00	1.237
4	Anxious	Low	42.42	3.03	
X	255	High	54.55	0.00	.000
4	Discouraged	Low	45.45	0.00	
XI	263	High	48.48	6.06	.196
2	Listless-Indifferent	Low	42.42	3.03	
XI	275	High	51.52	3.03	.018
4	Protected	Low	42.42	3.03	

Part C

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 or 3%	Selected Response 4%	Chi-Square
I 1	7 Resistant	High Low	2.78 0.00	47.22 50.00	1.029
I 1	10 Pushed	High Low	2.78 2.78	47.22 47.22	.000
I 2	11 Satisfied	High Low	0.00 2.86	48.57 48.57	.972
I 2	12 Anxious	High Low	2.78 2.78	47.22 47.22	.000
I 3	27 Depressed	High Low	0.00 2.78	50.00 47.22	1.029
I 4	31 Optimistic	High Low	2.78 2.78	47.22 47.22	.000
I 4	34 Anxious	High Low	0.00 2.78	50.00 47.22	1.029
I 5	41 Upset Disturbed	High Low	5.56 2.78	44.44 47.22	.364
I 5	42 Annoyed - Angry	High Low	8.33 2.78	41.67 47.22	1.125
II 2	55 Scared	High Low	2.78 2.78	47.22 47.22	.000
II 3	65 Ambivalent	High Low	2.78 11.11	47.22 38.89	2.090
III 1	66 Determined	High Low	.00 .00	50.00 50.00	.000
III 1	70 Defeated	High Low	5.56 8.33	44.44 41.67	.232

Part C (continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 or 3%	Selected Response 4%	Chi-Square
III	73	High	11.11	38.89	.177
1	Annoyed	Low	8.33	41.67	
III	80	High	.00	50.00	.000
2	Surprised	Low	.00	50.00	
IV	81	High	5.56	44.44	2.118
1	Dependent	Low	.00	50.00	
IV	83	High	.00	50.00	1.029
1	Discouraged	Low	2.78	47.22	
IV	84	High	8.33	41.67	.232
1	Reluctant	Low	5.56	44.44	
IV	89	High	2.78	47.22	1.125
1	Infantile	Low	8.33	41.67	
IV	107	High	.00	50.00	1.029
4	Depressed	Low	2.78	47.22	
IV	109	High	2.78	47.22	1.029
4	Hopeful	Low	.00	50.00	
V	122	High	2.94	50.00	.916
2	Comfortable - At Ease	Low	.00	47.06	
VI	169	High	6.06	48.48	.038
4	Baffled	Low	6.06	39.39	
VI	170	High	6.06	48.48	.196
4	Confused - Mixed-up	Low	3.03	42.42	
VI	175	High	.00	54.55	.000
5	Exhausted	Low	.00	45.45	
VI	176	High	.00	54.55	1.237
5	Defeated	Low	3.03	42.42	

Part C (continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 or 3%	Selected Response 4%	Chi-Square
VII	187	High	3.03	51.52	.018
2	Ambivalent	Low	3.03	42.42	
VII	188	High	.00	54.55	.000
2	Protected	Low	.00	45.45	
IX	205	High	.00	54.55	.000
1	Helpful	Low	.00	45.45	
IX	207	High	.00	54.55	.000
1	Cautious	Low	.00	45.45	
IX	222	High	.00	54.55	.000
3	Baffled	Low	.00	45.45	
IX	227	High	3.03	51.52	.859
4	Baffled	Low	.00	45.45	
X	236	High	6.06	48.48	.038
1	Ambivalent	Low	6.06	39.39	
X	237	High	3.03	51.52	2.836
2	Daydreaming	Low	12.12	33.33	
XI	262	High	3.03	51.52	.599
1	Scared	Low	6.06	39.39	
XI	264	High	.00	54.55	1.237
2	Hopeful	Low	3.03	42.42	
XI	266	High	3.03	51.52	.018
2	Impatient	Low	3.03	42.42	
XI	267	High	3.03	51.52	.018
2	Determined	Low	3.03	42.42	
XI	270	High	12.12	42.42	.024
3	Bored	Low	9.09	36.36	
XI	274	High	6.06	48.48	.196
3	Ambivalent	Low	3.03	42.42	

APPENDIX D

RATING SCALE FOR COUNSELING ABILITY

Instructions for Rating Counselor Trainees on Counseling Ability

Would you rate each person in the group in terms of his ability as a counselor. We are not concerned here with his ability as a general pupil personnel worker. We are interested only in counseling ability and skill.

As you rate, would you keep the following question in mind: "If I were to refer someone dear to me to a counselor, and needed to find a highly sensitive, skilled person how likely would I be to choose each of the members of this group?"

			____			
		____	____	____		
		____	____	____		
	____	____	____	____	____	
	____	____	____	____	____	
____	____	____	____	____	____	____
1	3	5	8	5	3	1

Least Ability — Most Ability

APPENDIX E

RATING SCALE FOR EMPATHY

Instructions for Rating Counselor Trainees on Empathy

We are asking that you rate a particular aspect of counseling ability, empathy. It is possible and likely that your ratings on this particular aspect will not correlate exactly with your overall ratings of the individuals as effective counselors. Because a number of definitions of empathy prevail, we are asking that you use this particular one:

Empathy is the ability or capacity to feel as another person does. In other words, if the client feels depressed, the counselor feels the client's depression. You can easily see from the example above that it is possible that some counselors may pick up the client's feelings but be unable to deal effectively with the feelings and hence be rated low in counselor effectiveness but high in empathy.

You have 28 clients to rate. We would like you to put their names into a normal distribution holding to the frequencies listed below.

			______			
			______			
			______			
		______	______	______		
		______	______	______		
	______	______	______	______	______	
	______	______	______	______	______	
______	______	______	______	______	______	______
1	3	5	8	5	3	1

Least Empathic   Most Empathic

APPENDIX F

ITEM ANALYSIS OF ITEMS FOUND NONSIGNIFICANT IN CROSS VALIDATING THE INSTRUMENT

FREQUENCY DISTRIBUTION AND SIGNIFICANCE OF ITEMS ON THE AFFECTIVE SENSITIVITY SCALE WHICH FAILED TO MEET THE .20 LEVEL OF SIGNIFICANCE IN CROSS-VALIDATING THE INSTRUMENT[1]

Part A

Client and Episode	Item and Adjective	Group[2] Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
I 1	3 Lonely	High Low	23.21[3] 25.00	26.79 25.00	.072[4]
I 2	18 Ambivalent	High Low	23.21 23.21	26.79 26.79	.000
I 3	19 Hopeful	High Low	30.36 23.21	19.64 26.79	1.149
I 3	21 Refreshed	High Low	12.50 12.50	37.50 37.50	.000
I 4	33 Ambivalent	High Low	16.07 23.21	33.93 26.79	1.198
I 4	35 Embarrassed	High Low	14.29 19.64	35.71 30.36	.717
I 5	38 Resistant	High Low	25.00 26.79	25.00 23.21	.072
II 2	52 Surprised	High Low	16.07 17.86	33.93 32.14	.080
II 2	54 Anxious	High Low	30.36 30.36	19.64 19.64	.000

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[1] A chi-square value of 1.642 or higher was needed for the item to be significant at .20.

[2] Group rating refers to the top or bottom 33% of the sample based on ratings obtained from instructors and supervisors.

[3] The figure given in each cell is the percent of total responses (N=56).

[4] Chi-square values were computed from frequency data, not from the percentage data reported here.

Part A (Continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
II 3	58 Daydreaming	High Low	19.64 19.64	30.36 30.36	.000
II 3	59 Anxious	High Low	33.93 37.50	16.07 12.50	.350
II 3	60 Guilty	High Low	35.71 39.29	14.29 10.71	.381
III 1	69 Controlled	High Low	30.36 28.57	19.64 21.43	.074
III 2	77 Bored	High Low	26.79 23.21	23.21 26.79	.286
IV 2	90 Capable	High Low	26.79 28.57	23.21 21.43	.072
IV 2	94 Annoyed-Angry	High Low	30.36 30.36	19.64 19.64	.000
IV 2	95 Abused	High Low	25.00 25.00	25.00 25.00	.000
IV 3	100 Talkative	High Low	42.86 39.29	7.14 10.71	.487
V 1	111 Disgusted-Fed-up	High Low	21.43 30.36	28.57 19.64	1.788[1]
V 1	113 Upset-Disturbed	High Low	33.93 41.07	16.07 8.93	1.524
V 1	117 Cautious	High Low	25.00 19.64	25.00 30.36	.650

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[1] Some items will appear in this table where the chi-square value is higher than 1.642 because the response pattern of the cross-validation groups is opposite that of the criterion groups.

Part A (Continued)

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 %	Selected Response 3 or 4 %	Chi-Square
V 4	135 Erratic-Disorganized	High Low	16.07 23.21	33.93 26.79	1.198
VI 4	167 Happy	High Low	30.36 26.79	19.64 23.21	.292
VII 1	179 Comfortable-At ease	High Low	46.43 35.71	3.57 14.29	4.383
VII 1	180 Anxious	High Low	17.86 17.86	32.14 32.14	.000
VII 2	185 Abused	High Low	8.93 12.50	41.07 37.50	.424
VIII 1	194 Embarrassed	High Low	14.29 26.79	35.71 23.21	3.615
VIII 2	199 Frustrated	High Low	32.73 29.09	18.18 20.00	.147
VIII 2	203 Foolish-Ridiculous	High Low	10.71 21.43	39.29 28.57	2.947
IX 4	223 Defeated	High Low	71.43 71.43	28.57 28.57	.000
X 3	243 Worried	High Low	35.71 44.64	14.29 5.36	2.828
XI 3	271 Courageous-Daring	High Low	10.71 12.50	39.29 37.50	.100
XI 3	272 Stubborn-Resistant	High Low	48.21 12.50	1.79 37.50	29.944
XI 4	278 Sensible-Reasonable	High Low	23.21 17.86	26.79 32.14	.664

Part B

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 %	Selected Response 2 or 3 or 4 %	Chi-Square
I	26	High	3.57	46.43	1.469
3	Controlled	Low	8.93	41.07	
I	30	High	7.14	42.86	.487
4	Controlled	Low	10.71	39.29	
I	40	High	7.86	32.14	.076
5	Reluctant	Low	9.64	30.36	
II	46	High	8.93	41.07	.113
1	Anxious	Low	10.71	39.29	
IV	82	High	3.57	46.43	1.469
1	Cautious	Low	8.93	41.07	
IV	99	High	19.64	30.36	.074
3	Discouraged	Low	21.43	28.57	
IV	108	High	7.14	42.86	.163
4	Controlled	Low	5.36	44.64	
V	123	High	10.71	39.29	1.400
2	Anxious	Low	17.86	32.14	
V	133	High	10.71	39.29	.100
4	Proud	Low	12.50	37.50	
VI	173	High	16.07	33.93	.080
5	Disappointed	Low	17.86	32.14	
VIII	192	High	16.07	33.93	.000
1	Confused-Mixed-up	Low	16.07	33.93	
IX	214	High	19.64	30.36	.074
2	Optimistic	Low	21.43	28.57	
IX	221	High	10.71	39.29	1.191
3	Bitter	Low	5.36	44.64	
X	232	High	17.86	32.14	.760
1	Discouraged	Low	12.50	37.50	

Part C

Client and Episode	Item and Adjective	Group Rating	Selected Response 1 or 2 or 3 %	Selected Response 4 %	Chi-Square
I 3	23 Trapped	High Low	26.79 33.93	23.21 16.07	1.198
I 3	24 Annoyed-Angry	High Low	32.14 32.14	17.86 17.86	.000
II 1	49 Bitter	High Low	21.43 21.43	28.57 28.57	.000
III 2	76 Confused-Mixed-up	High Low	37.50 42.86	12.50 7.14	1.018
IV 1	86 Forced	High Low	16.07 23.21	33.93 26.79	1.198
IV 1	88 Embarrassed	High Low	23.21 26.79	26.79 23.21	.286
IV 4	106 Careful	High Low	41.07 46.43	8.93 3.57	1.469
XI 4	276 Ambivalent	High Low	25.00 42.86	25.00 7.14	8.187

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